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REPORT

OF THE

SUPERINTENDENT

OF

PUBLIC INSTRUCTION

OF

WASHINGTON TERRITORY.

1887.

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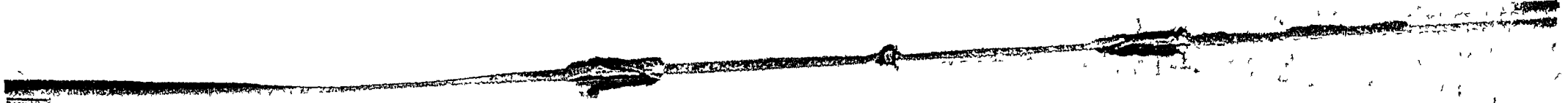

OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION,

GARFIELD, W. T., Nov. 1, 1887

To His Excellency Eugene Semple,

Governor of Washington Territory:

SIR:—In accordance with Section 2 of the Washington School Law, I have the honor of herewith submitting my report for the biennial period ending Nov. 1, 1887.

Very respectfully,

J. C LAWRENCE,

Superintendent Public Instruction.

SEVENTH BIENNIAL REPORT

OF THE

SUPERINTENDENT

OF

PUBLIC INSTRUCTION.

1887.

County Superintendents have been prompt and careful in making reports for the past year. As a result, the showing for 1887 is more complete and more nearly correct than ever before made Yet the statements, in a good many instances, are only approximately correct. The means of making a true financial exhibit are not within the reach of County Superintendents. The County Treasurer is not required to report to the Superintendent until the first of August, while the Superintendent is required to report prior to that date. An attempt will be made, in a recommendation hereafter given, to have this trouble remedied. Again, many District Clerks fail to report concerning all the items on the blank for annual report. Many times the statements under the head of finances are omitted entirely. The amount on hand at beginning of year does not agree with amount of funds on hand at close of previous year. This can, perhaps, be traced to fault of Ex-Clerk. The expenditures are frequently made to exceed the receipts. Amounts raised by special tax, and subscription, are not given How can a Superintendent do otherwise than approximate a result. To return Clerk's reports for correction would cause a delay that would render it impossible for the County Superintendent to report at the time required by law. Again, the

estimated value of school houses and grounds varies according to judgment of different Clerks. The same can be said with reference to apparatus and furniture. In one county, only one third as many districts were furnished with an unabridged dictionary this year as last. The Districts certainly have not sold the dictionaries. The Clerks failed, either last year or this, in making a correct report. However, notwithstanding these variations and approximations the statements hereafter given are sufficiently reliable to represent the condition of educational affairs in this Territory.

For the purpose of showing the progress made in the past two years, I herewith give, comparative Statistics for the years 1885, 1886 and 1887.

FINANCES.

Amount of funds on hand at beginning of year	1887,	$151,746 00
" " " " "	1886, not given	
" " " " "	1885, " "	
Amount received from apportionments,	1887,	254,318 00
" " " "	1886, not given.	
" " " "	1885, " "	
Amount received from special tax,	1887,	48,274 00
" " " " "	1886, not given.	
" " " " "	1885, " "	
Amount received from other sources,	1887,	37,142 09
" " " " "	1886, not given	
" " " " "	1885, " "	
Total amount raised for school purposes,	1887,	491,480 00
" " " " " "	1886,	398,771 00
" " " " " "	1885,	273,962 00

Per cent. increase in two years nearly 80

Amount paid for teachers' wages,	1887,	213,633 00
" " " " "	1886,	200,365 00
" " " " "	1885,	194,787 00

Per cent increase in two years nearly 10.

Amount paid for rent and repair of school property,	1887,	8,220 00
" " " " " " " "	1886,	2,068 00
" " " " " " " "	1885,	1,077 00

Per cent. increase in two years about 663.

Amount paid for school furniture,	1887,	11,137 00
" " " " "	1886,	9,876 00
" " " " "	1885,	11,318 00

Per cent. decrease in two years about 1 4

Amount paid for school house sites,	1887,	4,409 00
" " " " " "	1886,	3,159 00
" " " " " "	1885,	2,362 00

Per cent. increase for two years about 72.

Amount paid for school buildings,	1887,	42,923 00
" " " " "	1886,	46,119 00
" " " " "	1885,	35,889 00

Per cent increase in two years about 19

Amount paid for fuel and other expenses,	1887,	25,043 00
" " " " " " "	1886,	56,547 00
" " " " " " "	1885,	21,513 00
Per cent. increase in two years about 11.		
Total amount paid for all purposes,	1887,	305,365 00
" " " " " "	1886,	329,548 00
" " " " " "	1885,	287,029 00
Per cent. increase in two years about 7.		
Amount of funds remaining at close of year,	1887,	186,115 00
" " " " "	1886,	69,223 00
" " " " "	1885,	70,023 00
Per cent. increase in two years about 165.		
Estimated value of school houses,	1887,	503,918 00
" " " "	1886,	
" " " "	1885,	470,528 00
Per cent. increase in two years about 7.		
Estimated value of school apparatus,	1887,	12,791 00
" " " "	1886,	
" " " "	1885,	5,486 00
Per cent. increase in two years about 133.		
Estimated value of school furniture,	1887,	56,276 00
" " " "	1886,	
" " " "	1885,	48,148 00
Per cent. increase in two years about 17.		
Number of school houses built during	1887,	75
" " " " "	1886,	95
" " " " "	1885,	102
Number of school districts in Territory,	1887,	999
" " " "	1886,	940
" " " "	1885,	858
Number of houses in Territory,	1887,	872
Number of districts maintaining schools,	1887,	843
" " " "	1886,	837
" " " "	1885,	744
Per cent. increase in two years about 13.		
Aggregate number of months taught,	1887,	4½
Number of graded schools in Territory,	1887,	32
" " " "	1886,	30
" " " "	1885,	24
Per cent. increase in two years 33⅓.		
Number of children enrolled in public schools,	1887,	32,172
" " " " "	1886,	28,169
" " " " "	1885,	26,397
Per cent. increase in two years about 22.		

Average daily attendance, 1887,	21,769
" " " 1886,	19,252
" " " 1885,	17,504
Per cent. increase about 24.	
Total number of children of school age, 1887,	47,431
" " " " " 1886,	38,762
" " " " " 1885,	37,156
Per cent increase in two years about 28	
Number of children in private schools, 1887,	2,050
" " " " 1886,	1,620
" " " " 1885,	1,836
Per cent. increase in two years about 12	
Number of children in Territory under 5 years of age, 1887,	18,148
" " " " 5 " " 1886,	not given
" " " " 5 " " 1885,	not given.
Total number of children under 21 years of age, 1887,	65,577
" " " " 21 " " 1886,	not given
" " " " 21 " " 1885,	"
Per cent. of children of school age attending school, 1887,	73
" " " " " " 1886,	72
" " " " " " 1885,	71
Per cent. increase in attendance about 2 4-5.	
Number of male teachers employed, 1887,	480
" " " " 1886,	443
" " " " 1885,	not given.
Number of female teachers employed, 1887,	756
" " " " 1886,	674
" " " " 1885,	not given.
Total number teachers employed, 1887,	1,236
" " " " 1886,	1,117
" " " " 1885,	1,040
Average monthly salary male teachers, 1887,	$44 41
" " " " " 1886,	
" " " " " 1885,	45 00
" " " female " 1887,	36 36
" " " " " 1886,	
" " " " " 1885,	37 00
Number male teachers holding first grade certificates, 1887,	159
" " " " " " " 1887,	not given
" " " " " " " 1886,	"
" female " " " " " 1887,	139
" " " " " " " 1886,	not given.
" " " " " " " 1885,	"

Total number teachers holding first grade certificates, 1887. . .	298
" " " " " " " 1886,	286
" " " " " " " 1885, . .	258
Per cent. increase in two years about 15.	
Number male teachers holding second grade certificates, 1887,..	160
" female " " " " " " ...	308
Total number " " " " " " ...	468
Number teachers holding second grade certificates, 1886,...	463
" " " " " " 1885,.....	453
Number male teachers holding third grade certificates, 1887, ...	69
" female " " " " " " ...	193
Number teachers holding third grade certificates, 1886, not given.	
" " " " " " 1885, "	
Number male teachers holding "permits," 1887, ...	78
" female " " " "	150
Number teachers holding "permits," 1886,.....not given.	
" " " " 1885,.....not given.	
Number teachers' institutes held, 1887, ...	20
" " " " 1886, ...	21
" " " " 1885, ...	18
Number teachers attending institutes, 1887, ...	619
" " " " 1886, not given..	
" " " " 1885, "	
Number of applicants for certificates, Nov., 1886	320
" first grade certificates granted, " "	57
" second " " " " "	91
" third " " " " "	79
" of applicants who failed, Nov., 1886	93
" " " for certificates, May, 1887.....	429
" first grade certificates granted, " "	17
" second " " " " "	101
" third " " " " "	183
" of applicants who failed, May, 1887	128

To show the progress from year to year, or from one biennial report to another, I submit the following tables of general statistics from the first biennial report to the present time, including general statistics for 1887.

GENERAL STATISTICS FOR 1872.

Counties	School Houses.	Number of School Districts.	Number of Schools Taught.	Number Persons Attending.	Number Persons of School Age.	Amount Paid to Teachers.
Chehalis	8	11	8	150	242	$1,000 00
Clallam	2	4	1	18	112	130 50
Clarke	23	27	25	560	1,208	2,000 00
Cowlitz	11	17	14	213	582	1,781 36
Island	6	6	5	100	149	1,418 55
Jefferson	3	4	3	182	286	2,160 00
King	9	12	11	447	733	4,140 00
Kitsap	5	5	5	98	196	2,700 00
Klickitat	5	7	5	61	239	429 00
Lewis	8	12	11	226	421	1,629 00
Mason	1	4	1	20	50	350 00
Pacific	6	17	5	125	258	1,172 00
Pierce	12	12	11	290	535	1,959 10
Snohomish	3	4	3	50	126	350 00
Skamania	2	3	2	20	45	225 00
Stevens	1	4	3	74	143	789 21
Thurston	18	22	19	513	856	4,009 47
Wahkiakum	2	4	2	34	58	319 75
Walla Walla	50	50	48	2,500	2,944	16,000 00
Whatcom	7	12	6	120	235	500 00
Whitman	2	5	2	45	204	155 00
Yakima	5	26	6	82	328	790 00
Approximate totals	189	248	196	5,928	9,949	$44,007 94

GENERAL STATISTICS FOR 1875.

COUNTIES.	Amount of School Fund.	Amount Paid to Teachers.	The Number of Libraries.	Number Persons between 4 and 21 years of age.	No. of Persons attending school.	The average time that school has been kept open in months.	Total number of Teachers.	No. of Districts in which school has been kept.	Number of School Districts
Cheballs	$ 1,201 00	$ 1,139 00	.....	228	200	3	10	11	11
Clallam	521 00	979 00	.....	125	96	6	4	4	4
Clarke	2,626 00	3,388 00	.....	1,627	613	4	30	27	36
Cowlitz	2,320 00	1,400 00	.....	524	200	3	15	12	18
Island	1,621 00	1,837 00	.....	174	100	6	6	6	6
Jefferson	2,190 00	2,190 00	1	328	248	8	4	4	5
Klickitat	1,048 00	1,075 00	.....	295	200	4	7	7	8
King	6,410 00	5,983 00	.....	947	700	4 0	22	13	16
Lewis	.....	.....	.....	.....	.....	3	15	15	18
Mason	572 00	506 00	1	100	33	3	3	3	4
Pacific	1,448 00	1,600 00	.....	293	150	3.30	13	10	13
Skamania	531 00	370 00	.....	71	36	3	4	3	3
Snohomish	986 00	986 00	.....	200	133	4	5	5	8
Stevens	937 00	891 00	.....	310	225	4	6	6	12
San Juan	612 00	612 00	.....	181	120	4	5	5	6
Thurston	4,972 00	4,991 00	.....	889	531	3.50	17	13	23
Whitman	1,116 00	1,072 00	.....	491	178	3	8	7	17
Whatcom	2,150 00	1,891 00	.....	427	164	4	12	13	18
Walla Walla	16,000 00	17,443 00	.....	3,400	2,800	5.50	45	54	58
Wahkiakum (no rep)	.....	.....	.....	.....	.....	.....	.....	.....	.....
Kitsap	4,295 00	.....	.....	240	180	.....	7	5	2
Yakima	.....	.....	.....	401	200	.....	10	12	16
Pierce (no report)	.....	.....	.....	.....	.....	.....	.....	.....	.....

GENERAL STATISTICS FOR 1877.

COUNTIES.	Date of Report.	Amount of School Fund.	Amount Paid to Teachers	Number of Male Teachers.	Number of Female Teachers.	The Average Time that School has been kept open in months	No. Persons Attending School.	Number Persons of School Age.	No of Districts in which School has been kept.	Number of School Houses.
Chehalis	1877	$ 1,132 00	$ 1,132 00	4	5	3.66	200	316	12	16
Clallam	1875		979 00		5	6	96	125	4	4
Clarke	1877	2,700 00	3,500 00	19	11	3	860	1,800	34	45
Cowlitz	1877		2,300 00	8	6	5	475	610	17	19
Island	1877	1,621 00	1,837 00		4	3	109	156	6	6
Jefferson	1877		2,675 00	3	3	8	202	437	4	5
Klickitat	1877		2,500 00	9	2	6	500	800	11	12
King	1877	8,329 00	8,329 00	16	9	4.25	629	1,591	21	23
Lewis	1876			5	8	3	438	668	18	20
Mason	1877	900 00	900 00	3		3		112	4	7
Pacific	1875	1,448 00	1,600 00	6	7	3.50	150	293	10	13
Pierce (no report)										
Skamania	1877	1,060 00	636 00		5	4.80	60	98	5	5
Stevens	1877		640 00	4	2	3	105	376	6	14
Snohomish	1877		1,540 00	1	7	3.50	250	300	8	10
San Juan	1876				5	4	83	206	3	6
Thurston	1876		4,518 00	10	17	3.70	800	1,003	23	24
Whitman	1876		900 00	1	9			607	10	29
Whatcom	1877		1,920 00	1	17			514	18	22
Walla Walla	1877		10,147 00	19	17	5	1,872	2,384	32	35
Wahkiakum	1876		617 00	3	1	4	37	100	4	4
Kitsap	1877		3,200 00	4	3	8.20	176	290	5	5
Yakima	1875			10			200	401	12	16

GENERAL STATISTICS, 1879.

COUNTIES.	Date of Report.	No. School Districts.	No School Houses.	No. Districts in which School has been kept.	No. Persons of School Age.	No. of Persons Under School Age.	No. of Teachers.	No. of Male Teachers.	No. of Female Teachers.	Number of Certificates Granted.	No. 1st Grade.	No. 2nd Grade.	No. 3rd Grade.	School Fund.	Raised by Special Tax.	Average Wages Paid to Teachers per Month.	Duration of School in Months.	First School Taught.	First District School in County.	Children Enrolled.	School Houses Built in 1879
Clallam	1879	7	7	7	191	56	7	6	1	7	...	1	6	$ 623	.....	$30 to 40	3	1862	...	106	....
Clarke (no report)	....	..	..	....	.....	....	....	....	....	....	....	....	....	.....	.....	.....	....	....	....	.....	....
Cowlitz	1879	22	19	19	724	233	23	8	15	16	6	6	4	2600	$ 925	30 00	4 3-5	1851	....	432	3
Columbia	1879	45	38	44	2573	476	21	....	....	21	1	10	10	9787	.....	.....	4 1-4	1876	....	899	6
Chehalis	1879	13	13	12	425	117	12	5	7	3	1	2	....	.....	120	.....	3	....	....	308	....
Island	1879	6	6	6	205	79	6	1	5	8	1	....	5	1355	1200	45 00	6	1854	1857	115	....
Jefferson	1879	5	3	3	437	90	7	3	4	7	3	1	3	3498	.....	62 50	6	1853	1854	244	....
Kitsap	1879	25	5	25	367	130	8	4	5	8	2	4	2	3145	.....	42 50	8	1860	...	207	2
King	1879	28	24	28	1914	682	20	10	10	20	1	16	3	11999	416	50 00	6	1854	1854	944	4
Klickitat (no report)	1878	..	..	....	.....	....	....	....	....	....	....	....	....	.....	.....	.....	....	....	....	.....	....
Lewis	1879	26	22	22	877	285	20	8	12	11	3	3	5	2404	.....	27 50	4	1855	1855	476	....
Mason (no report)	1878	..	..	....	.....	....	....	....	....	....	....	....	....	.....	.....	.....	....	....	....	.....	....
Pierce	1879	21	18	18	1066	380	35	15	20	35	5	6	20	6077	1000	40 00	5 1-7	1854	1854	783	3
Pacific	1879	24	21	17	508	151	15	2	13	15	4	8	3	1703	180	30 to 35	3	1850	1855	325	6
Snohomish	1879	9	8	8	388	132	5	1	4	....	....	....	5	2339	129	40 00	4	1867	1867	298	1
Stevens (no report)	1879	..	..	....	.....	....	....	....	....	....	....	....	....	.....	.....	.....	4	....	....	.....	....
San Juan	1879	6	6	6	300	110	6	2	4	6	....	2	4	900	.....	45 00	.....	....	1874	141	....
Skamania	1878	6	4	6	131	...	8	2	6	....	....	....	....	1200	.....	25 00	..	....	....	.....	....
Wahkiakum	1878	6	5	6	134	48	6	3	3	....	....	....	....	911	.. ..	40 00	5	1852	....	100	....
Walla Walla	1879	37	36	34	2497	....	39	30	9	39	4	20	15	15000	.....	60 00	4 1-2	1850	....	1556	2
Whitcom	1879	27	16	21	817	268	18	4	14	18	5	6	7	2463	.....	40 00	.....	....	....	.....	....
Whitman	1879	33	30	34	1779	....	30	13	17	13	3	3	7	4545	.....	50 00	4	1872	...	1437	2
Yakima	1879	20	17	17	716	213	19	10	9	19	12	4	3	4000	.....	30 to 50	3 1-2	1861	1869	350	2
Thurston	1879	30	27	27	1129	324	18	9	9	14	4	8	6	4561	.....	65 00	4 3-5	1854	1854	700	2

GENERAL STATISTICS, 1881.

COUNTIES.	Date of Report.	Number of School Districts.	Number of School Houses.	No. of Districts in which school has been kept.	Number of Persons of school age	Number of Persons under school age.	Number of Teachers.	Number of Male Teachers	Number of Female Teachers	Number of Certificates Granted.	Number 1st Grade.	Number 2nd Grade	Number 3rd Grade.	School Fund.	Raised by Special Tax	Average Wages paid Teachers per month	Duration of Schools in Months.	First School Taught.	First District School in County.	Children Enrolled.	School Houses Built in 1880-81.	Institutes.	Number of Graded Schools	No. Districts formed since 1879.
Clallam	1881	8	5	5	..	58	2	2	3	5	1	1	3	$ 647 50	$			1862		280	..	..	..	4
Clarke	1881	15	13	10	2260	398	28	10	10	21	7	8	6	7037 50		23 00 to 32 00	12½	1854	1853	1167	2	1	1	..
Cowitz	1881	26	23	23	787	223	23	5	18	14	6	6	2	3000 00	460	30 00	5	1851		540	2	4	..	7
Columbia	1881	51	51	5	3286	924	49	27	22	..	10	26	17	15,274 38	9971	35 00 to 75 00	6	1876	...	2005	12	1	1	8
Chehalis	1881	..	..	..	....	...	..	..	..	..	..	..	..	.. ..	..	.. ..	..	..	..	....	..	..	..	..
Island	1881	6	6	6	220	68	6	1	5	6	1	4	1	1271 00	..	30 00 to 60 00	12½	1854	1857	142	..	..	..	..
Jefferson	1881	6	6	5	460	....	8	3	5	8	4	3	1	2984 88	..	40 00 to 100 00	9	1853	1854	500	..	1	1	..
Kitsap	1881	5	5	5	537	145	6	2	4	5	4	1	..	3980 99	..	70 00	10	1800	1860	392	..	..	..	..
King	1881	31	26	23	2248	79	40	16	25	41	5	23	12	19,639 07	150	30 00 to 100 00	6	1854	1854	1227	1	2	8	..
Klickitat	1881	25	17	17	1458	357	22	11	11	2	2	20	..	4326 68	388	29 00 to 42 00	4	..	..	750	5	1	12	..
Lewis	1881	27	25	24	1076	325	18	8	10	1	4	11	..	3026 74	....	20 00 to 40 00	3½	1855	1855	570	2	7	..	7
Mason	1881	10	8	7	134	63	7	2	5	7	..	1	6	565 65	..	20 00 to 33 50	3½	1859	1859	122	..	..	..	3
Pierce	1881	21	21	21	1279	388	28	14	14	28	5	7	16	5277 50	..	45 00 to 65 00	4	1854	1851	832	..	3	1	10
Pacific	1881	22	15	19	497	197	19	4	15	10	6	..	4	2044 74	1502	28 00	3½	1855	1850	312	..	..	..	9
Snohomish	1881	12	10	12	423	143	7	..	7	9	1	1	7	2043 52	.. ..	25 00 to 40 00	4	1866	1866	212	..	..	..	3
Stevens	1881	7	4	..	221	53	5	4	1	4	1	1	2	700 00	...	40 00	3	1861	1892	141	..	..	..	..
San Juan	1881	8	5	..	330	112	8	2	6	8	..	4	4	936 00	312	30 00 to 50 00	3½	...	1874	168	..	..	..	2
Skamania	1881	6	6	6	228	64	6	2	4	6	4	2	..	650 00		25 00 to 33 50	4½	1862	1862	150	..	..	..	1
Spokane (organized, 1870)	1881	..	..	..	....	..	..	..	..	..	..	..	..	.. .. ..	....	.. ..	..	....	....	....	..	..	..	..
Thurston	1881	33	33	30	1205	396	30	12	18	30	10	8	12	4500 00	..	25 00 to 60 00	4½	1854	1854	822	3	1	..	9
Walla Walla	1881	39	35	36	2739	685	36	..	19	4	9	6	..	20,864 40	2000	40 00 to 57 50	7½	1850	....	1937	2	2	..	4
Whitcom	1881	31	22	25	872	307	19	7	12	14	3	2	9	2492 22	...	25 00 to 50 00	3½	...	..	550	1	4	..	4
Whitman	1881	69	42	51	2132	501	43	..	..	25	6	10	9	7282 10	500	25 00 to 75 00	4	1872	..	1036	3	1	..	32
Waukiakum	1881	11	11	9	333	..	7	7	..	7	..	..	7	2100 00		35 00	4	1852	..	165	..	..	..	7
Yakima	1881	21	19	24	1121	326	21	11	10	21	9	9	1	777 75		30 00 to 55 00	4½	1861	1869	728	2	3	..	8

GENERAL STATISTICS, 1883.

COUNTIES	Amount Paid for Teacher's Wages.	Amount Paid for Rent of School Houses.	Amount Paid for Repair of School Rooms.	Amount Paid for Furniture.	Amount Paid for Fuel and other Expenses.	Amount Paid for School House Sites.	Amount Paid for Buildings.	Total Amount Paid for School Purposes During the Year.	Amount of School Fund to Credit of County at Close of Year.	No. Children Enrolled in Public School During the Year.	Average Daily Attendance.	Number of Teachers Employed During the Year.	No. Teachers Employed Holding 1st Grade Certificates.	No. Teachers Employed Holding 2nd Grade Certificates.	No. Children in Co. not Attending School During the Year.	Average No. Months Public School been Taught.	Number School Houses Built During the Year.	No. Teachers' Institutes held in the County During the Year.	Estimated Value School Houses and Grounds in the County.	Estimated Value School Furniture.	Estimated Value School Apparatus.	Average Salary Paid Male Teachers per Month.	Average Salary Paid Female Teachers per Month.	Number of School Districts in the County.	Number of School Houses in the County.	Number of School Houses having School During Year.	Number of Graded Schools in the County	Number Districts furnished with Unabridged Dictionary.
Clallam	$ 760	$	$ 15	$	$	$	$	$ 775	$	226	100	6	2	1	108	4	....	....	$ 600	20	10	40	30	10	7	6	..	....
Clarke	6804	15	105	718	512	12	1950	11305	4846	1125	1050	52	26	12	770	4⅜	2	....	24100	1219	....	37	29	56	42	44	1	2
Cowlitz	2096	6	62	10	43	....	400	2566	.....	496	300	24	....	....	366	4⅛	1	....	2618	182	5	42	28	28	19	19	....	....
Columbia	8781	....	418	515	1025	63	4627	16850	5020	931	585	51	35	29	318	7	3	1	21315	515	100	48	40	40	39	39	1	2
Chehalis	....	....	....	....	....	....	....	.....	.....	....	....	....	....	....	....	....	....	....	.....	..	....	....	....	....	....	....	....	....
Garfield	4141	....	300	100	150	....	200	6791	2842	1000	....	22	2	10	602	3⅝	3	....	.....	..	....	39	40	32	32	32	....	....
Island	....	....	....	....	....	....	....	.....	.....	....	....	....	....	....	....	....	....	....	.....	..	....	....	....	....	....	....	....	....
Jefferson	2330	....	....	630	....	....	....	2960	.....	500	....	....	....	....	....	....	....	....	.....	..	....	....	....	8	6	6	1	....
Kitsap	....	....	....	....	....	....	....	.....	.....	....	....	....	....	....	....	....	....	....	.....	..	....	....	....	....	....	....	....	....
King	14887	....	350	1000	3498	$200	27000	57936	10509	1532	1243	42	9	24	814	6	3	....	79200	4500	500	65	45	35	41	40	2	12
Klickitat	1028	....	....	....	....	....	....	4028	170	1176	794	27	6	17	411	4⅛	2	....	9405	300	....	45	35	33	30	30	1	3
Lewis	2142	....	13	33	76	....	334	2598	4596	787	519	20	6	12	272	4	5	2	4315	405	62	33	20	17	17	16	....	....
Mason	443	....	....	....	....	....	....	443	1854	215	....	4	3	1	....	....	....	....	.....	....	....	25	10	11	8	4	....	....
Pierce	7903	315	671	977	1534	1201	.....	12572	4300	1940	....	37	11	15	148	7⅛	1	....	9340	872	163	60	43	25	25	25	2	2
Pacific	2465	....	....	....	122	10	164	3015	698	507	350	14	4	6	....	3⅝	1	....	7100	500	30	40	25	22	22	19	....	....
Snohomish	....	....	....	....	....	....	....	.....	.....	516	....	12	1	11	....	....	....	....	3000	400	50	60	39	13	10	10	..	1
Stevens	....	....	....	....	....	....	....	.....	.....	....	....	....	....	....	....	....	....	....	.....	150	....	....	....	....	....	....	....	....	....
San Juan	969	....	....	34	....	....	.....	1000	135	186	....	8	....	....	159	3¼	....	....	1250	....	....	40	35	8	8	8	..	....
Spokane	6732	....	....	....	....	....	.....	6732	1347	800	....	40	15	25	....	4⅓	....	1	850	50	50	40	35	64	50	50	....	3
Skamania	750	....	....	....	....	....	.....	750	17	170	140	7	3	4	40	3	....	....	2310	270	....	30	24	8	7	7	..	....
Waukiakum	1517	20	....	....	....	....	.....	1537	1730	238	155	12	....	....	86	3	2	....	.....	....	....	33⅓	27½	11	11	11	....	....
Walla Walla	....	....	....	....	....	....	.....	.....	.....	....	....	....	....	....	....	....	....	....	.....	....	....	....	....	....	....	....	....	....
Whatcom	1727	4	146	68	18	....	171	2135	1177	590	419	24	4	17	86	4	2	....	5100	200	20	40	34	37	20	24	....	....
Whitman	....	....	....	....	....	....	.....	.....	.....	1754	1200	37	6	14	....	4	6	1	.....	....	....	41	32	69	48	....	1	....
Yakima	5103	....	100	175	300	....	250	5878	1069	2005	633	17	7	8	700	6	2	2	3000	500	....	48	45	31	28	27	....	....
Thurston	3985	36	136	291	452	....	.....	4960	936	896	480	31	5	7	....	4⅚	....	....	.....	....	....	35	25	31	35	27	2	2

COUNTIES.	Amount raised for school purposes.	Amount paid for teachers' wages.	Amount paid for rent of school room.	Amount paid for repair of school houses.	Amount paid for school furniture.	Amount paid for fuel and other expenses.	Amount paid for school house sites.	Amount paid for school buildings	Total amount paid for school purposes during the year.	Amount of school funds to the credit of the county at the close of the year	Number of male children enrolled in the public schools during the year	Number of female children enrolled in the public schools during the year.	Total number of children enrolled in the public schools during the year.	Number of children enrolled in the private schools during the year	Number of children in the county not attending school.	Average daily attendance.	Number of male teachers employed during the year	Number of female teachers employed during the year.	Whole number of teachers employed during the year.	Number of teachers employed holding first grade certificates.	Number of teachers employed holding second grade certificates	Average number of months public school has been taught	Number of School houses built during the year.	Number of county teachers' institutes held during the year.	Estimated value of houses and grounds in the county	Estimated value of school furniture	Estimated value of school apparatus.	Average salary paid male teachers per month.	Average salary paid female teachers per month	Number of school districts in the county.	Number of school houses in the county.	Number of school districts having school during the year.	Number of graded schools in the county.	Number of schools furnished with unabridged dictionary.
Adams	$ 638 22	$ 380 00	$ 50 00	$ 18 45	$ 11 00	$ 85 80		$ 405 00	$ 931 90	$ 36 39	45	32	77	50	51	36	2	1	2	5	2-3	1	1	2270 00	301 35	80 00	$ 30 00	4	1	1	1	1
Asotin	1442 00	1445 69	45 62	298 09	81 10	228 53	38 00	123 34	1783 52	533 16	19	168	187	56	86	43	4	3	3	1	4-5	2	1	6570 56	443 70	115 00	43 75	25	3	2	2	1
Chehalis	6732 13	3742 59		20 00	469 10	114 56		1440 03	6262 17	335 57	335	288	623	186	430	263	14	11	25	6	3-4	1	4	1000 00	40 00	10 00	35 00	23	1	1	1	1
Clallam	1320 63	1117 50		237 17	10 00	36 00		532 25	1183 50	71	96	123	219	31	188	123	6	3	9	3	3-4	1	1	31,480 00	1665 00	10 00	31 33	63	1	1	1	1
Clarke	11,670 83	9826 83	30 00	235 65	177 85	263 53	200 00	325 38	24,547 91	961	383	185	568	230	337	289	8	6	14	5	3-10	1	3	69,155 00	2719 05	33 00	33 38	68	10	6	6	2
Columbia	17,136 47	14,819 70	63 59	210 30	396 86	742 40	24 79	399 25	16,735 43	1000 70	335	363	698	47	112	449	16	16	32	11	14	4	2	31,480 00	553 00	91 00	38 00	63	32	13	13	2
Cowlitz	6196 45	3938 14	191 36		335 91				3195 75																								
Douglas																																	
Franklin																																	
Garfield	$193 50	835 00	900 00						400 00																								
Island	2457 72	1788 15	9 00						725 00																								
Jefferson	17,343 69	5978 13	600 00	335 45	183 70	358 00	25 00	357 37	7865 94	166	490	1005	1495	90	738	738	32	21	53	9	12	3	1-3	1	1	2270 00	301 35	80 00	$ 30 00	4	1	1	1	1
King	30,220 64	26,916 00		75 53	646 80	32 15		1118 82	2083 12	3998 83	515	193	708	124	1347	1076	37	23	60	13	23	4	1-2	2	1	6570 56	443 70	115 00	43 75	25	3	2	2	1
Kitsap	4207 14	3347 25		6 10	98 50	168 91		6311 78	12,262 65	374 60	237	193	430	264	885	885	41	25	66	9	14	4	1-3	1	1	1000 00	40 00	10 00	35 00	23	1	1	1	1
Kittitas	3762 86	3753 50	6 67	141 50	131 00	185 00		334 30	3638 91	6262 52	1323	1347	2670	31	235	165	8	5	13	6	7	3	1-2	1	1	31,480 00	1665 00	10 00	31 33	63	1	1	1	1
Klickitat	5836 16	5133 51	54 00	576 00	244 95	78 33		793 53	2913 55	2685 13	124	312	436	47	235	165	8	5	13	6	7	3	1-2	1	1	69,155 00	2719 05	33 00	33 38	68	10	6	6	2
Lewis	6463 43	6571 84		33 00	176 59	168 18		436 66	8313 03	1352 53	312	308	620	60	612	490	18	12	30	7	8	3	1-2	1	1	31,480 00	1665 00	10 00	31 33	63	1	1	1	1
Lincoln	9653 80	4606 00			118 00	1796 00		6020 00	8356 00	701 75	643	546	1189	109	255	407	18	12	30	7	8	3	1-2	1	1	69,155 00	2719 05	33 00	33 38	68	10	6	6	2
Mason	1650 00	1223 00		339 00	225 50				1650 00	103 54	356	537	893	22	415	416	15	10	25	6	8	3	1-2	1	1	31,480 00	1665 00	10 00	31 33	63	1	1	1	1
Pacific	4432 26	3679 50	9 00	305 50	87 75	2697 00		227 00	4321 95	1296 00	361	676	1037	22	133	200	7	4	11	4	7	3	1-2	1	1	69,155 00	2719 05	33 00	33 38	68	10	6	6	2
Pierce	26,662 96	19,142 50	146 70	30 75	30 00	83 50	85 50	650 00	24,140 30	7532 14	940	1296	2236	109	255	1407	45	29	74	18	21	6	2-3	2	1	69,155 00	2719 05	33 00	33 38	68	10	6	6	2
San Juan	1215 00	1012 50		102 75	30 00	15 00		496 12	1076 25	133 75	130	200	330	6	130	154	4	3	7	2	3	1	1-2	1	1	69,155 00	2719 05	33 00	33 38	68	10	6	6	2
Skagit	5689 69	3575 22		87 50	488 48	3 00		31 35	4561 01	2599 72	263	383	646	15	202	400	14	10	24	6	8	3	1-2	1	1	69,155 00	2719 05	33 00	33 38	68	10	6	6	2
Skamania	1369 57	651 00		7 00	7 30	98 05		954 17	705 52	554 55	228	491	719	139	71	379	7	5	12	3	4	2	1-3	1	1	69,155 00	2719 05	33 00	33 38	68	10	6	6	2
Snohomish	4784 91	3333 85	15 00	216 30	356 60	738 80			5180 59	1313 60	711	1469	2180	150	331	1655	35	24	59	10	13	3	1-3	2	1	69,155 00	2719 05	33 00	33 38	68	10	6	6	2
Spokane	11,090 10	9205 80	235 00	565 00	338 00				11,422 15	482 94	98	268	366	15	85	155	3	2	5	2	3	2	1-3	1	1	69,155 00	2719 05	33 00	33 38	68	10	6	6	2
Stevens	800 00	800 00	35 00	296 60	695 40		421 00		800 00	168 80	390	393	783	36	365	365	13	8	21	4	6	2	1-3	1	1	69,155 00	2719 05	33 00	33 38	68	10	6	6	2
Thurston	6919 21	7783 00	68 00	32 35	2001 10	4420 12	39 50	2031 67	35,850 17	1685 00	133	248	381	6	130	202	7	5	12	3	4	2	1-3	1	1	69,155 00	2719 05	33 00	33 38	68	10	6	6	2
Wahkiakum	4038 45	3723 28	68 00	2706 25	727 70	446 50	1233 50	6423 66	7814 30	28,783 42	900	1124	2024	139	1231	1263	35	24	59	7	17	3	1-2	1	1	69,155 00	2719 05	33 00	33 38	68	10	6	6	2
Walla Walla	8170 03	3141 15		143 18	689 12	1291 75	50 00	216 00	23,460 91	3170 03	324	491	815	150	885	1655	35	24	59	7	17	3	1-2	1	1	69,155 00	2719 05	33 00	33 38	68	10	6	6	2
Whitman	15,327 25	3581 00		673 83	700 00	53 00			6520 00	1458 00	655	1281	1936	365	1930	1930	65	46	111	21	25	6	2-3	2	1	69,155 00	2719 05	33 00	33 38	68	10	6	6	2
Yakima	5056 20	40 00		10 00						1458 00	655	1281	1936	365	1930	1930	65	46	111	21	25	6	2-3	2	1	69,155 00	2719 05	33 00	33 38	68	10	6	6	2

GENERAL STATISTICS, 1887—Continued.

TABLE NO. II.

Showing value of school property, number of districts, number of graded schools, etc., etc.

COUNTIES	Value of school houses.	Value of school apparatus.	Value of school furniture.	Houses built during the year.	No. of dists. in the Territory.	No of houses in the Territory.	No. of districts maintaining schools.	Average No months of school.	Number of graded schools.	No schools furnished with Unabridged dictionary.
Adams	3050	.....	250	....	6	2	5	5.7	1	.....
Asotin	2650	262	170	3	19	13	19	4.	1	3
Chehalis	9630	267	1672	2	33	20	30	4.4	1	7
Clallam	1600	165	157	1	10	7	9	4.1	....	4
Clarke	35845	100	1803	8	67	65	63	4.	1	1
Columbia	3854S	825	2333	....	47	43	46	5.	1	9
Cowlitz	3970	60	500	....	33	19	32	4.	....	6
Douglas	725	.....	65	1	7	5	7	3.	....	.....
Franklin	400	20	235	....	3	1	1	9.	....	1
Garfield	16000	600	3400	3	39	31	35	4.4	1	4
Island	2450	200	231	....	9	8	9	3.9	....	1
Jefferson	13325	700	966	....	9	7	9	6.	1	7
King	42845	2010	8830	4	56	48	50	6.5	6	15
Kitsap	6250	545	285	....	14	14	14	5.5	....	5
Kittitas	7605	280	1057	2	26	22	24	4.	1	1
Klickitat	8200	216	275	1	45	42	44	3.8	1	2
Lewis	9585	166	908	2	44	43	42	3.	....	1
Lincoln	12305	200	1900	8	53	40	47	3.5	....	6
Mason	450	265	175	2	13	10	13	4.	....	2
Pacific	.....	700	.....	3	25	21	23	4.5	....	2
Pierce	62055	982	9321	6	41	43	39	5.6	1	6
San Juan	1450	143	153	1	9	10	9	4.5	....	3
Skagit	7040	232	845	....	28	23	27	5.	....	2
Skamania	3000	.....	100	4	9	9	8	3.5	....	.....
Snohomish	1859	377	1008	2	24	18	21	4.	1	2
Spokane	.....	321	2470	1	65	58	60	4.5	1	1
Stevens	1000	.....	31	2	14	11	11	3.3	....	.....
Thurston	18000	200	2000	1	37	38	35	4.1	3	3
Wahkiakum	2225	150	210	1	15	15	15	3.4	....	.....
Walla Walla	64418	1483	6686	1	45	42	45	6.	5	22
Whatcom	9058	205	1456	4	30	26	29	4.5	1	2
Whitman	41013	939	5085	12	101	100	100	4.6	3	6
Yakima	7364	172	1699	....	24	18	22	4.	2	4
Totals	503918	12791	56276	75	999	872	843	4¼	32	128

GENERAL STATISTICS, 1887—Continued.

TABLE NO. III.

Showing number of children enrolled in public schools, number not in school, number in private schools, number children between 5 and 21, average daily attendance, etc.

COUNTIES.	No. children enrolled male.	No. children enrolled female.	Average daily attendance.	Children between 5 and 21, male.	Children between 5 and 21, female.	Children in private schools.	Children not in school	Total children of school age.	Total No. in school.	Percentage in school.	Children under 5 male	Children under 5 female.	Total Children under 21.
Adams	100	62	120	168	123	....	129	291	162	55	67	72	450
Asotin	239	258	334	314	330	49	98	644	546	84	140	122	906
Chehalis	410	380	590	616	574	46	354	1190	836	70	223	225	1638
Clallam	68	78	100	186	154	....	194	340	146	40	68	67	475
Clarke	1010	991	1403	1671	1504	410	764	3175	2411	75	597	661	4433
Columbia	937	868	1330	1193	1028	115	361	2221	1860	83	384	367	2972
Cowlitz	528	559	517	630	603	48	98	1233	1135	92	200	215	1648
Douglas	79	36	84	142	100	..	127	242	115	48	53	61	356
Franklin	20	14	27	36	25	.	27	61	34	55	17	17	95
Garfield	594	513	765	757	682	64	268	1439	1171	81	312	324	2075
Island	162	137	....	162	137	.. .	.....	299	299	100	39	54	392
Jefferson	225	214	335	422	397	...	380	819	439	53	116	103	1038
King	1621	1556	2146	2519	2493	272	1563	5012	3449	68	933	851	6796
Kitsap	198	170	237	344	306	....	283	650	368	56	114	104	868
Kittitas	417	412	636	692	661	88	436	1353	917	68	290	316	1959
Klickitat	655	573	800	1062	896	73	561	1862	1301	70	371	378	2611
Lewis	771	563	966	....	.....	40	.....	.....	1374	...	193	310	.....
Lincoln	518	512	822	851	705	50	476	1557	1080	69	295	393	2244
Mason	81	93	130	148	154	5	123	302	179	59	46	41	389
Pacific	356	293	.....	427	353	9	122	780	658	87	139	139	1058
Pierce	1198	1025	1540	1760	1757	221	1073	3517	2444	70	731	719	4967
San Juan	242	228	181	242	228	....	.. ..	470	470	100	104	87	661
Skagit	362	338	508	572	542	20	394	1114	720	64	239	223	1576
Skamania	100	80	165	113	101	....	34	214	.....	84	....	15	25.
Snohomish	293	276	469	529	466	50	376	995	619	62	226	215	1436
Spokane	1030	961	1960	2028	1995	....	2028	4023	1995	49	752	757	5532
Stevens	166	154	108	264	214	..	218	478	260	54	98	56	632
Thurston	580	630	1044	723	655	65	143	1378	1235	90	212	199	1789
Wahkiakum	140	153	226	214	209	....	130	423	293	69	91	100	614
Walla Walla	1161	1063	1122	1597	1498	400	471	3095	2624	84	546	547	4188
Whatcom	376	351	481	585	551	....	409	1136	727	64	199	192	1527
Whitman	1681	1812	2185	2243	2436	65	1121	4679	3558	76	1059	917	6655
Yakima	311	310	438	556	514	....	449	1070	621	58	234	211	1515
Totals	16569	15603	21769	23766	23665	2050	13209	47431	34222	73	9088	9058	65577

GENERAL STATISTICS, 1887—Continued.

TABLE NO. IV.

Showing number of teachers employed, grade of certificate, average salary, teachers' institutes, attendance, etc.

COUNTIES.	No. of teachers, male	No. teachers, female	Average monthly salary, male.	Average monthly salary, female.	1st grade Certificate, male.	1st grade Certificate, female.	2nd grade Certificate, male.	2nd grade Certificate, female.	3rd grade Certificate, male.	3rd grade Certificate, female.	"Permits," male	"Permits," female.	No. of institutes.	No. of teachers attending.
Adams	4	2	33.75	25		2	...	1	1	...	1	...	..	...
Asotin	6	21	40	46	1	12	4	6	...	2	2	1	1	17
Chehalis	10	28	37.50	32.20	5	5	5	7	3	7	..	7	1	39
Clallam	4	9	39.66	36	1	1	2	2	...	2	1	3	..	...
Clarke	31	30	35	35	14	11	13	20	2	8	3	10	1	...
Columbia	31	29	47.50	38.50	10	1	7	8	3	18	1	6	1	42
Cowiltz	17	18	42.50	31.33	12	5	4	9	2	2	1	6	..	...
Douglas	3	5	33.33	27	...	...		1	...	...	3	4	..	...
Franklin	1	1	60	60	1	1	...	...	...	...	...	...	..	...
Garfield	20	19	45.10	41.80	4	4	6	9	5	3	5	3	1	30
Island	3	7	50	40	1	...	1	4	...	1	1	2	..	...
Jefferson	6	9	62.50	56.50	4	1	2	6	...	...	..	2	..	...
King	28	75	63	49.50	7	16	11	33	4	17	5	7	1	126
Kitsap	3	15	55	45	2	3	2	10	...	1	..	2	..	...
Kittitas	17	16	48.66	42.33	4	3	8	6	1	4	4	3	1	5
Klickitat	20	22	39	34	7	1	8	13	2	5	3	3	2	38
Lewis	14	24	35	30	4	5	2	7	4	11	1	4	1	23
Lincoln	15	40	38.50	31	4	4	2	12	3	12	6	12	1	20
Mason	1	11	33.33	32.50	...	6	..	2	...	1	1	2	..	...
Pacific	5	14	50	30	4	...	...	9	...	...	..	2	1	17
Pierce	23	68	58.40	41	11	28	6	30	1	7	5	3	1	63
San Juan	2	1	40	38.10	1	...	2	4	...	1	..	...	..	...
Skagit	11	18	46.40	39.50	4	3	5	11	1	1	1	3	..	...
Skamania	1	4	30	20	...	...	...	...	...	...	1	4	..	...
Snohomish	6	13	48.70	40	4	1	...	6	2	4	..	2	1	12
Spokane	35	47	41	33.33	6	6	25	7	6	13	8	21	2	50
Stevens	6	5	35	30	1	1	1	2	...	...	4	2	..	...
Thurston	6	27	51	27.50	1	7	3	12	2	8	..	...	1	30
Wahkiakum	1	1	46	32.50	...	...	...	1	...	2	1	11	..	...
Walla Walla	45	36	56	54	19	4	9	18	6	10	4	7	1	35
Whatcom	14	33	33.21	30.87	3	1	2	15	4	7	6	9	..	...
Whitman	85	68	43.16	35.80	21	4	36	33	16	40	6	10	1	65
Yakima	6	13	53.75	36.80	1	2	1	4	1	6	3	1	1	5
Totals	480	756	44.41	36.36	159	139	160	308	69	193	78	150	20	619

GENERAL STATISTICS, 1887—Continued.

TABLE NO. V.

Showing number of applicants for certificates, number of certificates granted, with grade, names of members of board of examiners with county superintendent.

COUNTIES.	No. of Applicants.		No. Certificates Granted.						Names of Members Board County Examiners			
			November.			May.			Assistants.		Superintendents.	
	Nov.	May.	1st.	2nd.	3rd.	1st.	2nd.	3rd.	November.	May.	November.	May.
Adams	3	.....	1	2	.....	.....	.....	.....	R. J. Neergard	R. J Neergerd	Mrs. C. Bennett	Mrs. C. Bennett
									W. J. Ferguson	R. C. Egbers		
Asotin	4	6	2	1	1	1	1	1	Miss H. Bean	Miss B. Marsillat	Miss Angie Bean	Mrs. J. E. Morrill
									D S Jennings	D S. Jennings		
Chehalis	8	3	3	3	.....	.....	.....	3	W. H Armdon	W. H. Armdon	Mrs. J. M. Walker	R B Bryan
									S. S. Caldwell	Mrs. M O. Karr		
Clallam	1	2	.....	1	.....	.....	1	1	W. C. Garfield.	Mrs. W L Church	Smith Troy	Smith Troy
										Ella Guptil		
Clarke	31	36	8	6	10	.....	6	18	A. C Rhinehart	P Hough	M. Ella Whipple	W. P. Heddleson
									Lettie Lyon	Mary McGrew		
Columbia	13	24	3	3	3	1	5	9	Zerna Wolverton	W E Jackson	R. O. Hawks.	R. O. Hawks.
									Mrs. S. Peabody	J W. Thorp		
Cowlitz	7	4	5	2	.....	1	1	2	Mrs. A. B. Huntington	Mrs Huntington	A. M. Barnett.	Mrs. A. J. Abernethy
									J F. Van Vame	J. F. Van Vame		
Douglas	.....	1	.....	.....	.....	.....	1	.....	.....	Miss C Johnson	Miss Brown	C. C. Ladd
									.....	Miss E. E. Brown		
Franklin	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	C. M. McBride	C. M McBride
Garfield	10	16	3	3	1	1	1	6	H. Benhow	Mrs. Liggett	I. C. Sanford	T. Driscoll
									T. Driscoll.	Mrs. Morrison.		
Island	1	5	.....	1	.....	.....	4	1	Mrs. C. T. Terry	Mrs. C S. Williams	Mrs. Julia Hancock	L E. Crockett
									Mrs C. S Williams	Mrs J Hancock		
Jefferson	4	6	1	2	.....	.....	.....	5	Cora I. Bash	Cora Bash	R. H. Allen	R. E Ryan
									C N Winger	A. F. Craven		
King	22	32	.....	6	.....	.....	8	12	E E. Ingraham	H. F. Jones	O. S Jones	Isaac P. Rich
									Mary E. Condon	Katherine Cheasty		
Kitsap	4	4	.....	2	.....	.....	.....	2	Henriette Mills	.....	L. M. Ordway	L M. Ordway
									.....	.....		

TABLE NO. V—Continued.

COUNTIES.	No. of Applicants.		No. Certificates Granted.						Names of Members Board County Examiners.			
			November.			May			Assistants.		Superintendents.	
	Nov.	May.	1st.	2nd.	3rd.	1st.	2nd.	3rd.	November.	May.	November.	May.
Kittitas	10	15	2	3	1	1	4	0	E. G. Grindrod L. C. Perish	E. G. Grindrod Miss C. Howard	D. G. C. Baker	Clara V. Peterson
Klickitat	15	10	3	5	6		5	2	Miss B. Brooks Mrs. E. Miller	J. H. Hill H. C. Clark	A. E Rodman	Mrs. A. E. Rodman
Lewis	15	16	3	3	7	2	5	5	Etta Eckerman J. T. Forest	M. T. Curry A. B. Balch	A. B. Balch	Mattie E. Vanice
Lincoln	10	15	1		4	4	2	5	Mrs. Kate Devenish Miss Maud Brace	Miss D. Hinshaw K. K. Parker	C. H. Prior	C. H. Prior
Mason												
Pacific	1	5		1			3	2		Miss Ila Gillespie Miss Maggie Brown	Mrs. A. B. Hicklin	Mrs. A. B. Hicklin
Pierce	25	28	12	4	5	1	2	13	Geo. W. Kinney E. P. Young	C. E. Newberry H. R. Cox	H. R. Cox	M. Stewart
San Juan	2	4		2		1	3	1	M. Stewart Thos. McKenna	Thos. McKenna Edward Corcoran	Wm. Bell	E. C Gillette
Skagit	8	12	2	5	1		7	4	Edward Corcoran Lola J. Flagg	Edith Peck E. D. Davis	G. E. Hartson	R O Welts
Skamania									Edith Peck			J O. Waterman
Snohomish	5	5			2			5	S. S. Murpliner	J. V. Bower J. L. Griffith	J W. Heffner	J. W. Heffner
Spokane	13	35		4	5	1	4	18	J. V. Bowen Prof. Dow	M. M. Carraher R. E Bisbee	Lizzie Haldeman	Rosa McMahon
Stevens		1							L. H Prather Miss L. Rivers	Miss L Rivers P. J. Niren	Orin Belknap	Mrs. Aubin
Thurston	10	13	2	4	3		7	5	P J. Niren L. E. Follansbee	L. E. Follansbee Eliza Bond	Pamelia C. Hale	Pamelia C. Hale
Wahkiakum	3		1	2					Eliza Bond Mrs. L. Albert		Mary Irving	Mary Irving
Walla Walla	31	51	3	8	9		16	16	J. W. Clemins R. C. Kerr	J. H. Morgan L. L. West	J. H. Morgan	Nellie Gilliam
Whatcom	4	13		2	2		3	7	J. W. Brock Mrs. N. Coupe	A. J. Levine. N. S. Coupe.	H. J. Swim	J. F. Griffin
Whitman	50	64	2	12	16	3	12	30	J F. Griffin Mrs. R. Smith	L. C. Crow James Phillips	W. A. Ruby	Chas M Mecklem
Yakima	11	3		4	3			3	J. M. Smith Ella S. Starr	Mrs Ella E. Starr Miss A. Mattoon	W. F. Jones	Annie W. Curtis

CONDITION OF THE PUBLIC SCHOOLS.

While the public schools are in a prosperous condition, and have made many advancements since the last report from this office, there are a few points to which I wish to call your attention, in order to show that we should not be satisfied with the present condition of the educational interests of the Territory, but strive with all our power and influence to secure better results. You will notice that the total amount of funds paid for school purposes during the past year was $305,365; that there are 47,431 children of school age; that 13,209 of these children were not enrolled in any school, either public or private, that only four and one-half months of school were maintained in each district on an average; that the average salary paid male teachers was only $44 41 per month, and female teachers $36 36. It is true that that the citizens of Washington Territory have taken great interest in the public schools; that the educational affairs of this Territory are in a more prosperous and promising condition than most other Territories and many States, yet an average duration of four and one-half months of school in each district is not sufficient. Schools are now supported by a tax levied by the commissioners in each county. In nearly every county the maximum tax is levied. An increase in this tax would be felt as too much of a burden in many of the counties. Already the citizens in nearly all country districts have subscribed liberally toward paying for school buildings and other purposes.

The means of securing relief, or an increase in the school fund necessary to maintain proper length of terms in each district; to employ competent teachers, and to pay them more in proportion to their services, and to place the benefit of public school within reach of all the children of the Territory, are within our sight, yet beyond our reach. Two million acres of school land in Washington Territory, to be sold and the proceeds to be converted into a school fund on the admission of Washington as a State. In many portions of the Territory these lands are valuable, worth from $15 to $25 per acre.

At a reasonable estimate the school land in the Territory is worth and would sell for $2.50 per acre, or $5,000,000. This amount placed at interest at a low rate, say 7 per cent. per annum would yield $350,000, or more than was expended last year for school purposes. The amount paid for teachers' wages last year was $213,633. This maintained an average of four and one-half months' school in each district, as before stated. Add as much more from the $350,000 and there would be funds enough to maintain an average of nine months of school in each district, with a balance of $136,367, to purchase globes, maps, charts, apparatus, school libraries, etc. This land, when it becomes the property of the Territory, or State, should be sold, after having been appraised, to the highest bidder, on time, for that matter, with a sufficient yearly payment to keep principal well secured, and thus secure

the largest possible amount of school funds. It seems to me that the necessities of our public schools should secure the immediate admission of the Territory to Statehood.

TEACHERS.

There are now 1236 teachers in the Territory. Teachers who have had the advantages of the best Eastern schools. Those who are making teaching a profession. Teachers who are well informed in the latest and best methods, and who take a deep interest in their work. An indication of the interest taken in the work is the fact that a large portion of the teachers read educational journals. In this connection, I wish to say that we have cause to feel proud of the success of the *Northwest Teacher*, the only educational publication in the Territory. It is edited by one of the best teachers and educators in the Territory, Prof. L. E. Follansbee, of Olympia. Every teacher and other person interested in the profession should subscribe for and read this paper. No true teacher will do without a publication devoted to educational works. Those who attempt to do so will soon be relegated to a "back seat" in the profession. Unfortunate is the school district in which they attempt to teach.

TEACHERS' INSTITUTES.

Under the present law, in all counties having more than five hundred children of school age, county superintendents are compelled to hold an annual institute of not less than three days' duration, which teachers are required to attend under a penalty of a fine of $1 for each day's absence. Under this law, twenty institutes were held the past year, some counties holding two institutes during the year. Six hundred and nineteen teachers attended these institutes. A few of these having been conducted on the plan of normal institutes and of two weeks' duration. My honorable predecessor, Prof. R. C. Kerr, in his bienhial report, recommended that instead of our Territorial institutes, there be held an institute in each judicial district. This recommendation was adopted by the Legislative Assembly, and in accordance with this law I held four judicial district institutes last year, as follows: The first judicial district at Colfax, with an attendance of about sixty teachers. For the second judicial district at Olympia, with an attendance of some fifty teachers. The third dist. at Seattle, with an attendance of about one hundred teachers, and the fourth dist. at Spokane Falls, with an attendance of about sixty teachers. This year the institute for the first dist. was held at Walla Walla, with a large attendance. The second dist. at Tacoma, with an equally good attendance. I arranged to hold the institute for the third dist. at Port Townsend, but on account of so many teachers being absent from that and surrounding counties, during the vacation, I thought it best to postpone this institute. The institute for the fourth dist. will be held at North Yakima, beginning Oct. 26th. In addition to these judicial district institutes I have present at a number of county institutes.

TEACHERS' EXAMINATIONS.

The last Legislative Assembly again changed the time of holding examinations, to suit certain counties. Other counties are dissatisfied with the change. The truth is that a time that will suit one county will not suit another. I have given this question a good deal of consideration, and am of the opinion that semi-annual examinations are not satisfactory for several reasons. Many persons feeling doubtful of their qualifications to pass a regular examination, purposely avoid them, afterward giving an excuse to the superintendent, and obtaining a "permit" to teach until the next examination. This enables them to close a term of three months before another examination, which they do not attempt to pass, and in time come to the superintendent with another excuse, and again a "permit." There were two hundred and twenty-eight teachers holding permits last year. I will venture to say that a majority of these teachers have been residents of the Territory for a number of years, and that an equal number could not obtain a certificate at a regular examination As will be noticed in county superintendent's reports, many county superintendents are in favor of repealing the "permit" clause of section 20, of the school law. I think this should be done and examinations held quarterly, instead of semi-annually, with the provision that superintendents in counties having less than one thousand children of school age would not be required to hold examinations in February and August. County superintendents should have power to endorse a certificate, in full force and effect from any other county in the Territory, until the next examination, or at his option, a certificate in full force and effect from any other State or Territory, until the next examination.

GRADED SCHOOLS,.

The number of graded schools is constantly increasing, eight having been organized since the last report. The Board of Education, at its last regular session, adopted a "Course of Study for the Ungraded Schools of Washington Territory." This was not intended to take the place of, or at all interfere with courses of study adopted by graded schools. As will be seen by this course of study, given elsewhere in this report, five grades are made, viz: First Reader, Second Reader, Third Reader, Fourth Reader and Fifth Reader. An observance of this course of study by teachers in ungraded schools, will do much toward improving the schools, and systematizing the work done.

THE TERRITORIAL UNIVERSITY

Seems to be in a prosperous condition. One hundred and sixty-eight students were enrolled last year, as follows: College, 35; Academic, 78; Unclassified, 55. The faculty consists of: T. M. Gatch, A. M., Ph. D., President; O. B. Johnson, L. L. B., Professor of Natural History; J. M. Taylor, M. S., Professor of Mathematics; Mrs. E. J. Brown, Preceptress, Teacher of Eng-

lish Literature and History; Miss Ellen J. Chamberlain, B. S., Teacher of English Language and German; Miss Minnie Thorndyke, Teacher of Instrumental Music; Miss E. Emma Clarke, A. B., Librarian. President Gatch takes the position President Powell was compelled to resign on account of failing health. The sad event of President Powell's death followed a few weeks later.

In order to equalize the advantages of the University, as far as practicable to all the people of the Territory, the Legislature at its last session not only reenacted the law allowing the appointment of one *free* scholarship to each Representative and Councilman, but likewise provided that the actual *traveling expenses* of all other students attending the University from outside of King county should be deducted from the regular tuition charges. This provision virtually brings the advantages of the University to the very doors of all the people of the Territory.

ADOPTION OF TEXT BOOKS.

In accordance with the law passed by the last Legislative Assembly relating to the study of "Physiology and Hygiene, with reference to the Effect of Alcoholic Stimulants, Narcotics, etc.," the Board of Education, sixty days prior to the regular annual meeting in July, 1886, sent a "Notice to School Book Publishers," signed by the president and secretary, asking for bids for text books on the above subject, to a paper in each judicial district, viz.: First dist. Gazette, Colfax; second dist., Partisan, Olympia; third dist., Chronicle, Seattle; fourth dist., Review, Spokane Falls. At the regular meeting of the Board at Olympia, two "Sealed Proposals to furnish Text Books to the schools of Washington Territory," were opened. One for "Smith," and the other for the "Pathfinder" series. After deliberation the vote of the Board was taken with the following result: Pathfinder, three; Smith's, two. The "Pathfinder" series having received a majority was declared adopted. After adjournment of Board, upon investigation concerning affidavit of publication in Seattle Chronicle, it was ascertained that that paper had changed ownership shortly after receipt of notice, and by some mistake the type in which the notice was set was distributed, therefore the notice was not published according to law, consequently no contract was signed, and no bond given on adoption of this book.

As many inquiries are made concerning the books adopted for the use of the schools of Washington Territory, I herewith append the following list:

Bancroft Series of Readers.

Watson's Independent Speller.

Davies & Peck's Brief Arithmetic.

Robinson's Complete Arithmetic, Shorter Course.

Swinton's Language Primer, and Language Lessons.

Barnes' U. S. History.

Monteith's Manual, and Phys. and Political Geography

Steele's Physiology, Hygienic Edition.

Pathfinder Series Physiology and Hygiene.

Spencerian Copy Books.

SCHOOL HOUSES AND GROUNDS.

Numerous complaints have been made by residents of country districts concerning title to school grounds In the earlier settlement of the country, it was almost impossible to secure a deed to land on which to locate a school house. School houses were located in the district, usually according to a vote taken, and little attention was paid to the ownership of land. Since then, title to government claims has been secured, the land has been sold to other parties, who in many instances refuse to give a deed to district of land on which school house is located. In some districts this has caused dissensions which could not otherwise than work against the educational interests of those districts. I would advise all school officers in districts that have no title to school grounds to take steps toward securing, either a warranty deed, or a bond for a deed. School directors are supposed to take the same interest in the affairs of the school district that they would take in their own private business and certainly few of them would be content to put buildings upon and improve grounds, without having a deed or other legal evidence of ownership of land. Again, much could be done, and much should be done toward beautifying school houses and grounds. If directors would make the school house comfortable and attractive, enclose grounds, plant trees, in the prairie counties, and otherwise improve the premises, they would find the good results would far exceed the expenditures.

HOW CAN WE IMPROVE OUR SCHOOLS?

By seccuring better teachers. Not that we have poor teachers, but so many have had no training for the work. We would scarcely expect a person, no matter how great his mechanical ability, to take a set of tools and erect a handsome structure in his first attempt at carpentering. There must be special training. We need trained teachers. We have many of them, but too many that are not. We can scarce expect the States or other Territories to send us *all* our trained teachers. We need a training school within our own Territory. A normal department in any university is not sufficient. A private normal school, no matter how excellent, would not fill the requirements, as many young men and women would not have the means to bear the expense of attending such an institution and pay tuition. What is needed is a State or Territorial normal school. I would therefore

RECOMMEND

That a normal school be established as soon as a sufficient appropriation of funds can be secured to insure its success.

Boards of directors should exercise greater care in the selection of teachers, employing those only who are by nature and education fitted to train the rising generation. To do this, they must use their judgment concerning these qualifications, instead of "letting out the school to the lowest bidder," as some of our districts have done Suppose they do have to pay the teacher a little more than a deck hand on a steamboat receives? Better do this than hire an incompetent teacher. Not only is the money used in paying a poor teacher thrown away, but bad results of his teaching must be removed before proper instructions can be given thus making double work for the good teacher that follows, if districts that employ poor teachers are ever so fortunate as to secure the services of good ones.

The proper relations do not always exist between county superintendents and the teachers in his county. The relations of a county superintendent to the several schools in the county should be much the same as that of the principal of a school and the departments under his control. The work of the superintendent should be systematized. In order to do this, familiarity with each school is necessary. How can a superintendent become familiar with the school and the work of the teacher, when he is allowed to visit each school once a year? As well do away with the county superintendency, and turn the schools over to the county commissioners, as the last Legislative Assembly so nearly did in making the superintendent simply an agent in the organization of school districts. Let the superintendent be paid as much, at least, as the best teacher in the county receives for his services, and have him devote his entire time to the work.

School libraries, maps, charts, globes, etc., should be secured as soon as possible. In order to do this money is required, and few districts, at present, can spare much from the already insufficient fund. We must "bide our time" and await statehood and sale of school lands before expecting a a sufficient school fund to purchase necessary supplies.

The experiment of free text books has proved a success in many Eastern States. There are numerous advantages in having free text books. In the first place, it is just as proper to furnish text books, as to furnish wood, desks, and apparatus. Free text books secures a larger attendance, especially among the poor, to whom the purchase of necessary text books for a large family often proves a serious embarrassment. The aggregate expense for text books for the entire Territory would be less when secured and furnished in this way, as they would be secured at wholesale prices. Again, it would be much easier to follow the course of study prescribed by the Board of Education, as suitable books could be furnished each pupil, instead

of having a child come to school with a fifth reader and a brief arithmetic, having never studied any other branches.

THE SPECIAL STUDY OF HYGIENE, ETC.

No complaints have reached me concerning failure to comply with this law. As will be seen by reports from county superintendents, the law is generally observed with the few exceptions as given in reports. I regard this as an excellent law, and think it should remain on our statute books

THE COMPULSORY SCHOOL LAW,

So called, I do not regard as intending to compel parents to send children to school, although usually so understood The word "parents" is not found in this law at all, and the fact that persons who failed to comply with this law are reported to the Probate Court, leads me to think it was intended simply to protect orphan children In either case, it is practically a dead letter, and had better be changed to be more effective, or dropped from the law entirely.

RESOLUTIONS ADOPTED BY WHITMAN COUNTY INSTITUTE REGARDING SCHOOL LAW.

Resolved. That section 5 of title I, be so amended as to read as follows: That the superintendent of public instruction shall receive a salary of $1200 per annum, which shall be paid quarterly out of the public territorial treasury. He shall also submit quarterly a statement of expenditures for traveling expenses, stationery, postage, printing and other necessary expenses connected with his office, which shall be audited by the territorial auditor, who shall issue a warrant on the territorial treasurer for the payment of such amounts as shall be found to have been properly incurred, *Provided*, That such expenditures shall not exceed $750 in any one year.

Resolved: That section 12 of title II, be so amended that the board for the selection of text books for the public schools of Washington territory shall consist of the territorial board of education together with the superintendents of schools of the several counties throughout the Territory; *Provided*, That the superintendents shall designate their choice by sealed statements to the territorial superintendent one week prior to the date of selection.

Resolved: That section 19, title III, be so amended as to require each county superintendent to visit each school in his county at least once during each term of school.

Resolved: That section 24, title III, be so amended as to allow each county superintendent to receive a salary of $300 per annum and such other allowances as are now stated in said section.

Resolved: That section 25, of title III, be so amended as to fix as examin-

ation days the last Thursdays and Fridays in the months of February, May, August and November of each year.

Resolved: That section 26, of title III, be so amended as to abolish the power of granting permits by the superintendents of the several counties of the Territory, and place the power under the jurisdiction of superintendents of the several counties, to indorse at their discretion the certificates in full force and effect held by persons coming in the county from other States or Territories, or from other counties of this Territory; *Provided*, That said certificates from other States and Territories be of the first or second, or of the first, second or third grades of this Territory.

Resolved: That section 27, title IV, be so amended as to read, that the county superintendent shall fix the boundaries of a proposed new district, or the sub-division of or change in the boundaries of an old one. But if his decision be not satisfactory to the people they may appeal to the county commissioners; but if their decision be not satisfactory to the people and the county superintendent, an appeal may be made to the territorial superintendent, whose decision shall be final.

RESOLUTION PASSED BY LINCOLN COUNTY TEACHER'S INSTITUTE.

Resolved, by the Teachers of Lincoln County, in Institute assembled: That it is the duty of all teachers to attend the institute of their county, and we request the coming Legislature to enact a law making attendance at the county institute a requisite to granting a teacher's certificate, unless the teacher can give a good and sufficient reason for non-attendance.

RESOLUTIONS ADOPTED BY SECOND DISTRICT INSTITUTE, HELD AT TACOMA.

Section 19 to require county superintendents to visit each term of three months, and section 24th to allow him pay for such visits.

Sec. 22, title III, and Sec. 37, title V, to be changed so as not to conflict in the matter of electing or appointing school officers.

Sec. 27, title IV, to be changed to make the action of the county superintendent final, in case of no remonstrance, giving the people the right to appeal to the board of county commissioners, either in case the superintendent grants or does not grant petition, the appellants notifying superintendent and commissioners, the joint decision of both superintendent and commissioners to be final in regard to orgaization of a new district or change in the boundaries of an old one.

Sec. 33, the word "six" to be changed to five.

Sec. 38, to have penalty of forfeiture of office in case of failnre to perform duties of office or abuse of powers.

Sec. 58, and Sec. 80, both to be amended so as to make surplus funds transferable and to be used as directors may deem advisable.

Sec. 79 changed so as to allow teachers full pay by the district for attendance at institute, or forfeiture of same in case of non-attendance.

RESOLUTIONS ADOPTED BY WALLA WALLA AND FIRST JUDICIAL DISTRICT INSTITUTE.

Title III, Sec. 19, first clause to be changed to read as follows. To visit each school in his county once in each term of three months.

Title III, Sec. 25, second sentence to read: It shall be the duty of the county board of examination to be at the *county* seat on the second Wednesday of the months of August, November and March of each year for the purpose of examining teachers; *Provided*, That in all counties having less than 1000 children of school age there be two examinations each year, and all counties having more than 1000 children of school age shall have three examinations each year.

Title III, Sec. 26, first proviso to be stricken out.

Title IX, Sec. 51, be changed to read between the ages of 6 and 21.

Title IX, Sec. 52, be changed to include vocal music in the branches to be taught.

Title XIV, Sec. 79, to require any teacher residing in the county during said institute to attend, and absence from institute to cause forfeiture of certificate until such time as said teacher shall attend some teachers' institute in the Territory. Further that no reduction from the teacher's salary shall be made by reason of the fact that institute is held at time when he is engaged in teaching.

Title XVII, Sec. 87, to read: All applicants for certificates shall be at least sixteen years of age, shall have attended a teachers' institute, and shall be examined in reading, writing, orthography, arithmetic, geography, English grammar, physiology, hygiene, U. S. history, school law of the Territory, theory and practice of teaching and the study of vocal music, but no person holding a third grade certificate shall receive another of like grade.

We earnestly recommend the passage of a more stringent compulsory educational law.

THE SCHOOL LAW.

I would suggest a few changes in the school law. This subject has been discussed at a number of teachers' institutes the past year, and resolutions from some of these institutes are given. It will be noticed that teachers agree, practically, on a number of changes, while there is a difference of opinion with regard to others. The law cannot be framed to suit everyone, and what the majority favor the minority should accept. Having given special attention to the school law of the Territory for the past two years, I have noted improvements from time to time, and the wonderful

progress made under this system. I would not favor any radical changes in the present law. The resolutions from the teachers' institutes as given, embody the most important changes needed. For the purpose of giving reasons for some of the changes desired, and to arrange them in regular order, I would make the following

RECOMMENDATIONS:

Section 1. The sentence that reads: "No person shall be eligible to the office of superintendent of public instruction unless such person shall be the holder of a first grade territorial certificate or territorial diploma," etc. There is but one grade of territorial certificate, and the use of the words "first grade" are misleading and as no reason exists for their use, should be dropped.

Section 2 provides that when ordered printed a sufficient number of copies of the report of the superintendent of public instruction shall be given him to "furnish two copies to be deposited in the territorial library, one copy to each superintendent of common schools, and one copy to each school officer." This will require 5,000 copies for the present year. It has been customary to print superintendents report and the school law together, I would recommend that printing of report be delayed until the close of the legislative session, in order that the amended school law be printed with report, instead of the old law as heretofore done, for the reason that the publication of the law just prior to time of changing it is useless and expensive. Last year no appropriation was made to pay for printing school laws. Whether this was through mistake, or done in order to allow certain printers to make a speculation in selling copies of the school law to district officers at 25 cents per copy, I will not venture to say. But it was very unfortunate for the school interests of the territory, and I trust the coming legislative assembly will make provisions for printing 5,000 copies of the school law in addition to those printed with report from this office.

Sec. 3 should provide that the superintendent of public instruction should superintend the printing and transmitting of blanks for district clerk's annual reports, teacher's reports, county superintendent's reports, district maps, notices of election, certificates of election and such other blanks as he may deem necessary and proper, together with questions prepared for the use of county boards of examiners.

Sec. 5 provides for the payment of a salary of $750 per annum to the superintendent of public instruction. It should be at least double that amount, and require the superintendent to devote his entire time to the work. As I am not a candidate for another term I feel free to make this recommendation. No competent person can devote his entire time to the work for a smaller salary than $1,500 per annum, and no person can do justice to the office by giving it only a portion of his time and attention.

Neither is $500 sufficient to pay traveling expenses, stationery, etc, and print and transmit the necessary blanks. The amount should be increased to $1000.

Section 10. Eligibility should be the same as superintendent of public instruction.

Section 12, first clause, with regard to the adoption of text books, should provide that at the same time bids are received, notice should be sent each county superintendent, stating list of books to be adopted, with list of bids received, terms of exchange, etc., and that at a fixed date, at least sixty days from date of notice, the vote of each county superintendent, sealed, and marked, "Vote of Superintendent of —— county on adoption of text books," enclosed in an envelope addressed to the secretary of the board, would cease to be received. That each member of the board of education shall likewise submit his vote in same manner, except the superintendent of public instruction, and on day fixed in notice said votes to be counted in open meeting of board, and a tally kept of each vote. The books receiving the highest number of votes to be declared adopted; *Provided*, That if two books receive each the same number of votes, the superintendent of public instruction should cast the deciding vote. I make this recommendation after having experience in two adoptions. I seriously question the wisdom of leaving the decision of the question of the adoption of text books for the entire Territory for the period of five years to any board composed of five persons.

Sec. 17 should be changed to harmonize with terms of other county officers.

Sec. 18, as amended by special act, should be changed to say, on or before the first Monday in February, May, August and November, of each year, for the reason that it is impossible for the superintendents to secure census returns from clerks in time to make the make apportionment prior to July 1st. Changing the date of apportionment will harmonize the matter.

Sec. 19, first clause, to require superintendent to visit each school once each term of three months.

Sec. 24 should allow county superintendents pay for each school visited once each term of three months.

Sec. 25 should provide for quarterly examinations, instead of semi-annual, and would suggest the first Thursday and Friday in the months of February, May, August and November, of each year. Make it the duty of the superintendent to attend to the duties of the office at any time by leaving out that part of this section that provides for a reasonable fee for transacting business on other days than days of examination. The superintendent usually has all his time taken up with examination on these days, without

making it the day for transacting all other business. The provisions relating to permits should be stricken out entirely. The time was when this provision was necessary in order to supply districts with teachers, but with three hundred more teachers than schools it is no longer needed.

Sec. 27. All that part of this section, after and including, "He shall report his action to county commissioners," should be dropped. Provide for an appeal to the superintendent of public instruction. I see no reason for making the county superintindent the agent for boards of county commissioners, nor for mixing up the school affairs with the commissioners' business at all. Let the matter be decided as other disputes with regard to school matters are decided.

Sec. 31. Drop the word "permits;" strike it out wherever found; it has become hateful and obnoxious to good teachers.

Sec. 33. Say between the ages of five and twenty-one, instead of "six and twenty-one."

Sec. 36 should provide the time for which district clerk is elected, as this is not usually understood.

Sec. 51 should provide for the admission of children between six and twenty-one. The child is enumerated at five, but should not be entitled to enter school until six.

Sec. 52. Insert vocal music in list of studies.

Sec. 79 should provide that a failure of a teacher to attend an institute in his county should forfeit certificate until such time as said teacher should attend institute, and no teacher be allowed to draw pay for any part of a term taught after adjournment of said institute, unless teacher was absent on account of sickness, as shown by physician's certificate, or affidavit of two other persons.

Sec. 80 should provide a date prior to which returns must be made to the auditor, for the reason that many districts having voted a special tax fail by a few days in making returns before assessment roll is turned over to treasurer for collection.

Sec. 83, clause fourth. Treasurer should report to superintendent July 1st or 15, in order to allow superintendent to report prior to August 1st.

Sec. 87. Include vocal music.

Sec. 89 to 93 inclusive should be made more effective, or dropped from the law entirely.

RULES AND REGULATIONS

For the Government of Schools and Teachers, adopted by the Board of Education

A TEACHER'S DUTY.

To the School Authorities.

1. To understand and enforce the rules and regulations of the board of education

2. To carry out faithfully the instructions of the superintendent and the principal of the school.

3. To keep your school records, use your blanks, and render your school reports exactly according to instructions.

To School Property.

4. To make your school room a pleasant and attractive place for children, ornamenting it, when possible with pictures.

5. To take good care of all the books, maps, charts, blanks, keys and other school property entrusted to your care.

6. To inspect daily the stove, desks and other school property, and instantly report to the principal or district clerk whenever any damage is done.

To Pupils

7. To know that the best school teaching is always associated with the best government, and that good school government consists in having each pupil attend quietly and faithfully to his own business, at his own desk, which is his place of business.

8. To know that a pupil's true education is a growth consequent upon the proper exercise of his faculties.

9. To make yourself acquainted with the home influences affecting your pupils.

10. To make yourself acquainted with the moral, intellectual and physical natures of your pupils, and to teach every one according to his nature.

11. To inspire your pupils with enthusiasm in the pursuit of knowledge, and to implant in them aspiration for all attainable exeellence.

12. To keep your pupils busy with school work, and to work your classes unpn the prescribed course of your study.

13. To attend to the proper position of pupils when sitting, standing or moving in the school room, and to the temperature of the room.

14. To teach your pupils how to study.

15. To talk in a natural tone of voice.

16 To commend pupils for earnest work.

17. Teach the virtues of industry, order, system, promptness, punctuality and attention to business. and the value of time and its improvement.

18. To teach the ways of getting knowledge.

19. To remember that children are children, and need assistance in many ways, but that the most valuable work for a pupil is that which he does for himself.

20 To know that mistakes, blunders, neglect or carelessness on your part, are disastrous to pupils, and are most difficult to remedy.

21. To be ever thoughtful of the pupil's future, and to make all school work and discipline such as will be of lasting service to them.

22. To keep pupils happy, and to remember that what a pupil grows to be is of more importance than what he lives to know.

To Yourself.

23. To use every effort to improve yourself in the science and art of governing and teaching a school.

24. To exercise a watchful care over every word and act; teaching by examples as well as by precept.

25. To be systematic and methodical in all your work.

26. To keep such private record of your own work that at any time you may be able to give the important facts in connection with any year of your school service.

27. To subscribe for and read some school journal.

To the School.

28. To have a carefully prepared programme for daily exercises, and to follow it closely in your work.

29. To talk little, and quietly, in the school room.

30. To use tact, skill and energy in your work.

31. To be at your post in time, or never to be tardy.

32. To give your undivided attention to school duties, never reading books, making out school reports, nor writing letters during school hours.

33. To keep neat files of all reports, records, circulars, letters and business papers.

34. To speak the English language in its purity.

35. To feel an honest pride in your school, and a determination to have it take high rank among schools.

To Parents

36. To avoid wounding the feelings of any parent or guardian by word or manner.

37. To endeavor to secure the confidence and co-operation of parents in your efforts to benefit their children.

38. To know that a dispassionate conversation with a parent will almost invariably convince him that you are pursuing a correct course with his child.

39. To keep parents or guardians fully informed of the doings and progress of their children.

To Other Teachers.

40. To aid and encourage fellow teachers by a friendly appreciation of their work and efforts

41. All teachers are required to make themselves familiar with the rules that relate to their school duties,

42. Teachers are required to maintain strict order and discipline in their schools at all times. Any neglect of this requirement will be considered good cause for dismissal. Corporal punishment may be resorted to when other means fail to secure obedience No cruel or unusual punishment will be allowed; and no teacher shall administer punishment on or about the head of any pupil.

43 While the use of tobacco in any form by a teacher is discountenanced, and the use of alcoholic stimulants in any form prohibited, the use of tobacco or any narcotic on the school premises by a teacher shall be regarded as unprofessional conduct, and sufficient cause for revokal of certificate

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A PUPIL'S DUTY.

To the School.

1. To observe and obey the rules and regulations of the school.

2. To be prompt and regular in attendance at school.

3. To do your full part in making your school the best possible.

In the School House.

4. To attend quietly to your own business, at your own desk, during school hours.

5 To avoid disturbing teachers and schoolmates by unnecessary noise, such as dropping books or pencils, or moving feet upon the floor in changing position.

6. To avoid wasting your time, or that of your schoolmates by whispering or otherwise taking their attention from their school duties.

7. To recite lessons promptly, and in a full, natural tone of voice, pronouncing every word very distinctly.

8. To do all slate, chart, paper and blackboard work with the greatest dispatch, consistent with neatness and accuracy.

Outside the School House.

9. To go to and from school in such a manner as not to disturb any one.

10. To go home directly at the close of school, and not come to the school house before the proper time.

11. To move quietly about the school house and make no unnecessary noise in its neighborhood.

To Teachers.

12. To be obedient and respectful to parents and teachers.

13. To render teachers proper excuses for any absence or tardiness.

14. To obey promptly and cheerfully all signals of teachers.

15. Any pupil who shall in any way cut, deface or otherwise injure any school house, furniture, fence or outbuildings thereof, or shall write any profane or obscene pictures or characters on any public school premises, shall be liable to expulsion or other punishment; and parents or guardians of such pupils shall be liable for damages on complaint of the teacher or any director.

16. To keep books and slates covered, to keep your school desk and its contents in good order, and the floor about your desk neat and clean.

To Yourself.

17. To be always neat and tidy in dress and person.

18. To do the very best you can in all school or other work you may have to do.

19. To be mindful of the rights and feelings of others, and to be kind and polite to all.

General Duties.

20. To remember that energy and patient industry, enthusiasm and earnestness, are the surest reliance for success in student-life as well as in business or professional life.

21. To remember that there is a time for work, a time for play, and a time for study, and that the school room is the place for study.

22. To feel and understand the great value of time, and learn ways of improving it.

23. To let no day pass without adding something to your store of knowledge.

24. To be truthful and use good language on all occasions.

25. Willful disobedience, habitual truancy, habitual vulgarity or profanity, the use of tobacco on or around the school premises, stealing, or the carrying of deadly or dangerous weapons, shall constitute good cause for suspension or expulsion from school.

26. Pupils shall be present in their class room at 9 A. M, and no pupil shall be allowed to leave the school premises except by special permission of his teacher.

27. Pupils shall, during hours of study and recitation, devote themselves exclusively to the work assigned them, and shall abstain from all forms of communication, and shall yield a cheerful obedience to their teachers in all things.

28. Pupils detained from school must bring a written excuse from their parents or guardians on their return, stating reasons for their non-attendance. A written or personal excuse from a parent or guardian may be required in cases of tardiness or dismissal before the close of school.

29. Pupils shall give attention to personal neatness and cleanliness, and any who fail in this respect may be sent home to be properly prepared for school.

30. Teachers shall read to the pupils the rules which govern them, on the first school day of every month.

COURSE OF STUDY

For the Ungraded Schools of Washingtorn Territory adopted by the Board of Education.

PRIMER AND FIRST READER COURSE.

Reading: Teach words, then letters, then the sounds of letters. Give words no faster than they can be mastered. Review previous lessons. Beginners should have four short recitations daily. Encourage children to tell what they have been reading.

Spelling: A few words selected from the reading lesson plainly written on the board for children to copy upon slates or paper, which should be carefully ruled. Slates examined at next recitation and pupils read the words from board and slates, before a new lesson is given. Nothing is said

about letters at this stage. Teacher devise plans to awaken interest, to cultivate observation and expression in reading and spelling.

Writing: Keep capitals and small letters on board for children to observe and copy.

Drawing: Simple combinations with straight lines. Lead children to invent patterns using strips of card board, pencils, etc, then drawn on slates or paper.

Numbers: Teach numbers counting to 25, using beans, sticks, marks, etc.

Addition and substraction tables, using objects, up to 5s.

Teach addition, subtraction, multiplication and division, using twenty-five beans, pebbles, marks, etc. Use numeral frame. Cultivate taste in making figures.

Construct simple tables with numbers not to exceed ten.

Give simple mental questions, in addition and subtraction with numbers not to exceed ten.

Place: Preparatory to Geography, teach points of compass.

Objects placed upon the table and children led to describe position, as,—The bell is on the east side of the table; the book is on the south-east corner of the table, etc., until the cardinal and semi-cardinal points are familiar.

Study the geography of the school room, school yard and neighborhood.

Lead the pupils to draw a picture of the top of the table and locate objects thereon; draw a map of the school room floor and locate objects, then the school yard. The drawings should be made on slates or paper, then transferred to the board so that children may have an intelligent idea of a map and understand why we say the top of the map, north, etc. Class gradually led to the study of the county map.

Hygienic Physiology: Pathfinder No. 1 in hands of teacher only. Oral instruction given.

SECOND READER COURSE.

Reading: Short lesson, word method, cultivate a natural manner of speaking. Teach names and use of common marks of punctuation. Articulation to be distinct. Require pupils to tell in their own language what they have been reading about.

After each recitation have the pupils write their lessons on their slates. At first portions should be written on the beard by the teacher to be copied by the children.

Spelling: Words from the reading lesson and names of common objects both oral and written.

Writing. Long pencils, ruled slates, or paper. Small and capital letters to be copied from charts or board, simple words copied from board.

Drawing: Simple combinations with straight lines continued. Use early drawing cards if practicable.

Numbers: Counting, reading and writing numbers up to 100. Addition and substraction tables through the 10s, and the multiplication tables through the 5s, using the numeral frame or objects or marks. Practical examples in addition and substractioc. Numbers not to exceed twenty. Count by 2s, 5s and 10s to 100. Continue addition, subtraction, multiplication and division, using 25 beans or pebbles and marks Simple tables constructed. Teach the use of terms plus and minus. Examples put on board for class to perform Roman numerals to XX.

Geography: Continue map of school room, the grounds, neighboring roads and streets. Study of county map.

Teach names of counties in Territory. Names of mountain ranges and peaks visible, names of local rivers, names of largest cities and towns in the Territory.

Language: Have pupils compose short sentences about familiar objects, etc. Short sentences written from dictation.

Hygienic Physiology: Same as first reader.

THIRD READER COURSE.

Reading: Spell and explain all the important words in the lesson Pupils give in their own words the subject matter of the lesson. Special attention given to the use of punctuation marks, italics and capital letters.

Observe same particulars as in former grade

A portion of lesson copied upon slates or paper each day, to be examined in class.

Spelling: Words from reading lessons, both oral and written.

Writing: No. 1, 2 and 3 copy books, 1st year.

Drawing: Use primary drawing cards. Early lessons if practicable.

Language: Graded Instructions in English, by Mrs. Knox, is commended in hands of teachers.

Number: Oral and written. Numeration and notation to 100,000 in the Arabic, and to 1,000 in the Roman system. The accurate and rapid handling of numbers to, and including, 144 in every combination. Teacher read Sweet's "Condensed Direction to Teaching Arithmetic," and his "Method of Teaching."

Application of multiplication table to and including the 10s. Division, both long and short, with divisors 1, 2, 3 to and including 9. Many examples given in addition and subtraction. Examples placed on board daily for pupils to perform on their slates.

Mental work: Simple analysis in all the fundamental rules. Tables of time. Federal money. Long measure. Days of week, months, seasons.

Roman numerals to D.

Last half of Third Reader course.

First Arithmetic Elementary in hands of pupils to fractions

Writing books 1 and 2.

Geography: Study of the globe.

First text book in hands of pupils, last half of course.

Language: Parts of speech taught orally. Simple descriptions of common animals and objects.

Letter writing: Made simple.

Pupils compose sentences containing given words.

Pathfinder No. 2 in hands of pupils.

FOURTH READER COURSE.

Reading: Observe same particulars as in former grade.

Study of familiar authors, with selections from other sources.

Spelling: Spell from reader and speller. Teach abbreviations as found in spelling book. Portion of reading lessons dictated by teacher. Slates exchanged, teacher or pupil spell orally each word while pupils examine and mark words misspelled. Words from spelling book written as dictated by teacher. Other plans used as teacher may devise.

Writing: Copy books Nos. 4, 5 and 6.

Composition: Letter writing. Common forms for bills of dry goods, groceries, etc. Receipts. Forms in common use may be taken as models.

First book of grammar put in hands of pupils.

Arithmetic: Finish and review first book written arithmetic. Give frequent oral drill; take a portion of each recitation for review. Mental arithmetic in hands of pupils.

Geography: Complete text book through the United States. Occupation, names and customs of people; causes of large cities; lead them to see the relation of cause to effect. Map Drawing.

Hygienic Physiology: Same as third reader.

FIFTH READER COURSE.

Reader: Rules of elocution

Spelling. Writing.

Writing: Copy books Nos. 7, 8 and 9

Arithmetic: Practical completed. Mental continued. Practical review.

Grammar: Continued at discretion of teacher

Geography: Common course completed.

History: Completed.

Physiology: Steele's completed.

General exercises: Composition, declamation, music, etc

RULES AND REGULATIONS

Rules and Regulations Prescribed by the Washington Territory Board of Education, for the Examination of Teachers.

I.—The county superintendents must have the exclusive handling of the sets of questions, until the day of examination, at which time they shall be opened in the presence of the applicants.

II.—Applicants who shall have obtained a knowledge of the questions before examination, and who shall give or receive assistance from other candidates, must be dismissed from the class, and the case reported to the superintendent of public instruction.

III.—Applicants must not be admitted to the examination who were absent at its opening, except by the unanimous consent of the county board of examination.

IV.—The progamme of examination must be followed, except when all applicants have finished the papers upon a given subject before the time allowed has expired; the superintendent may use his judgment in giving out the next set of questions.

V.—The superintendent must distribute the questions upon a given subject, at the same time to all applicants, and no recess allowed until the subject is finished.

VI.—All papers, must, if possible, be written in ink, and the name of the subject and applicant's number must be written at the top of every paper.

VII.—In spelling, Webster's dictionary shall be the authority.

VIII.—In arithmetic, when the formula is correct, as shown by the work, an incorrect answer shall diminish the credits one-fifth.

IX.—In grammar make proper allowance for different authorities.

X.—The credits in writing are to be determined from a specimen of penmanship, and general execution of papers.

XI.—The answers on Theory and Practice of Teaching should receive credits if they show intelligence.

XII.—No question prescribed by the territorial board of education shall be set aside by the county board of examination.

XIII.—The board must be impartial, polite and careful, rendering decisions upon merits strictly, and keep the room as quiet as possible.

XIV.— SCALE OF MARKING.

	CREDITS.
Orthography	100
Arithmetic	100
Grammar	100
Theory and Practice of Teaching	100
Reading, oral reading included	100
History	100
School law	100
Geography	100
Physiology	100
Writing	100
Total	1000

For the first grade certificates, applicants must receive 900 credits, according to the above scale, and must not fall below 90 per cent. in either arithmetic or grammar, and must have taught at least one year.

For second grade certificates, applicants must receive 750 credits, and must not fall below 75 per cent. in either arithmetic or grammar.

For third grade certificates, applicants must receive 600 credits, and must not fall below 60 per cent in either arithmetic or grammar.

XV.— PROGRAMME OF EXAMINATION.

Wednesday.

Morning session—Begin at 9 A. M.—Orthography, arithmetic.

Afternoon session—Begin at 1:30 P. M.—Grammar, history of the United States, theory and practice of teaching.

Thursday.

Morning session—Begin at 9 A. M.—School law, physiology, geography and reading.

XVI.—Where these regulations have not been followed, an applicant failing to receive a certificate may appeal to the superintendent of public instruction.

QUESTIONS

Prepared by the Board of Education, Washington Territory, for Examination of Teachers, 1886.

ORTHOGRAPHY.

1. Sentence
2. Necessary.
3. Territory.
4. Excitable.
5. Transient.
6. Essential.
7. Opposite.
8. Opinion.
9. Crystal.
10. Changeable.
11. Vertical.
12. Succinct.
13. Annual.
14. Enumeration.
15. Gallery.
16. Millinery.
17. Hygiene.
18. Hemisphere.
19. Wednesday.
20. Physiology.
21. Corporal.
22. Sergeant.
23. Surgeon.
24. Gauge
25. Very.

ARITHMETIC.

1. Give the three general principles of fractions.

2. A grocer sold from a hogshead containing 600 lbs of sugar, ¼ at one time, ⅓ of the remainder at another; what per cent. of the whole remained?

3. Explain why a difference of one degree in longitude causes a difference of four minutes of time?

4. What is the value of a pile of wood 16 rods long, 4 feet wide and 6½ feet high, at $3.56¼ per cord?

5. Define Percentage. Base, Rate, Amount, and Difference.

6. What will be the cost of enclosing a square field containing 540 acres and 36 rods with a three strand barb wire fence if a rod of wire weighs one pound and costs 8 cents a pound?

7. Define Exchange, Dividend, Tax, Sight Draft, and Bill.

8. A commenced business Jan. 1 with a capital of $3,400; April 1, he took B into partnership with a capital of $2,600, at the end of the year they had gained $750, what was each one's share of the gain?

9 What is the effect of moving the decimal point? Explain the process.

10. Find the length of a hand rail to a straight flight of 19 stairs each 10½ inches wide and 7½ inches high.

GRAMMAR.

1. What ara language lessons?

2. When is "got" used properly and when improperly?

3. What is the difference between synthesis and analysis?

4. Give nine rules for use of capitals.

5. Name the tests to be applied in the construction of every good sentence.

6. Parse the word black in the following sentences: I have a black horse. Black your boots. Her dress is black. Can you spell black? Mr. Black has gone.

7. Diagram or analyse:

"A little learning is a dangerous thing;
Drink deep, or taste not the Pierian spring."

8. Name the different classes of phrases and illustrate each.

9. Give five rules for use of the comma.

10. How is the passive voice formed?

THEORY AND PRACTICE.

1. Enumerate the more important duties to be performed the first day of school.

2. In what way would you cultivato self-reliance in pupils?

3. What course would you pursue to keep up with the progress in teaching.

4. What faculties in children do you deem the most important to cultivate first and wha?

5. How would you induce an idle pupil to work?

6. Give your method of teaching Primary Arithmetic.

7. Should pupils be retained after school to learn neglected lessens? Give reason for your answer.

8. State whether you prohibit communicating in school, and give reasons?

9. How would you correct errors of speech among your pupils?

10. How can tardiness be prevented?

READING.

1. What is the value of concert reading?

2. What is meant by movement, stress, pitch and quality?

3. What are the advantages of the "word method?".

4. State the essentials of good reading.

5. Give diacritical marks of each of the vowel sounds.

HISTORY.

1. Name four Spanish explorers of the new world.

2. Name three instances of religious persecutions during colonial times.

3. Name the administrations which were from war.

5. Upon what questions have the people of the United States been divided into parties? Name the political parties.

5 Name the principal events of Cleveland's administration.

6. What battles were the turning points of the Revolutionary and Civil Wars?

7. What poems have become celebrated in U. S. history?

8. Name ten important American inventions.

9. Give a history of Lafayette

10. How can a territory become a state?

SCHOOL LAW.

1. By whom is the school room supplied with needed articles?

2. How often is an apportionment of school funds made, and on what basis?

3. How does a teacher secure the salary for the last month of a term?

4. State how the uniform series of text books is secured?

5. How is the site for a school house selected, and how may real estate be purchased?

6. How may the children of indigent parents be supplied with books?

7. Have you read the Washington Territory school law?
(No credit if answered in the negative.)

8. What is a teacher prohibited from teaching, and what beside the branches required should be taught?

9. Give the provisions for holding teachers' institutes?

10. How is a teacher supplied with a school register?

GEOGRAPHY.

1. Locate the following islands: Bermuda, Bahama, Canary, Ceylon, Saghalien.

2. Name the largest state, territory, city, river, mountain, waterfall, monument, lake, desert and valley belonging to the United States.

3. Name the ocean currents and give causes and uses.

4. Name 14 capital cities of Europe.

5. Describe the largest river of each Grand Division.

6. What country has all of the climates?

7. Name ten of the principal counties and their county seats in Washington.

8. Describe the different winds and their causes.
9. Name the seas of Europe.
10. What causes deserts.

PHYSIOLOGY.

1. Why are veins pulseless?
2. Describe the mucous membrane.
3. Name the kinds of food we need.
4. Describe cartilage and its uses.
5. Name the conditions that tend to promote digestion.
6. What are the chief sources of ill health?
7. Describe the teeth and hair.
8. Describe the effect of alcohol on the heart and brain.
9. Name the uses of the blood.
10. Describe the lymphatic circulation.

QUESTIONS

Prepared by the Board of Education, Washington Territory, for Examination of Teachers, 1887.

ORTHOGRAPHY.

1. Elaborate.
2. Exemplary.
3. Panacea.
4. Arable.
5. Business.
6. Familiar.
7. Until.
8. Separate.
9. Supersede.
10. Balance.
11. Receipt.
12. Sugar.
13. Appreciate.
14. Secretary.
15. Auxiliary.
16. Fascinate.
17. Tassel.
18. Tardiness.
19. Honeycomb.
20. Guardian.
21. Notify.
22. Woolen.
23. Tortoise
24. Assistant.
25. Illicit.

ARITHMETIC.

1. How many bushels of oats at three-fifths of a dollar a bushel will pay for five-eighths of a barrel of flour at $9.50 per barrel?

2. Give the rule for finding G. C. D. of two or more numbers. Illustrate by example.

3. What is the width of the narrowest street across which stepping stones either 9 ft., 4 ft. or 2 ft. each will exactly reach?

4. What is the difference between Troy and Avoirdupois weight.

5. Find the cost of 8 pieces of scantling 2x4 inches 14 ft. long at $9 60 per M board feet?

6. Define rectangle, circle, cone, straight and curved lines.

7. What per cent. will stocks, which pay 5 per cent, yield if bought at 15 per cent. discount.

8. What is a promissory note? Insurance? Real estate? Custom house? Alligation?

9. How much less will it cost to fence 40 acres in form of a square than in the form of a rectangle whose breadth is one-fifth of its length at $2.40 per rod?

10. I wish to obtain $900 from a bank; for how much must I give my note for 60 days at 12 per cent. discount?

GRAMMAR.

1. Write a sentence containing a clause for a subject.

2. How do you distinguish a verbal noun from a verbal adjective?

3. Define punctuation.

4. When should "shall" and "will" be used?

5. He *saw that it would be useless to make* a second attempt. (Parse words in italics.)

6. Name and define the classes of pronouns.

7. It was said by Talleyrand: "The object of language is to conceal thought." (Diagram or analyze the above.)

8. Name three ways in which like, more and but may each be used. Give examples.

9. Define style, rhyme and irony.

10. What is the importance of composition writing in the study of grammar?

THEORY AND PRACTICE.

1. How would you secure a habit of thought in your class?

2. What is the kindergarten system?

3. What is the object of a recitation?

4. How can you secure the co-operation of parents in your work?

5. What should be the order of recitations in school, and why?

6. What educational publications have you read the past year, and what benefit has been derived?

7. State the best means of securing the attention of pupils.

8. In what particulars should the health of pupils receive attention?

9. How would you cultivate the moral faculties?

10. What is habit?

READING.

(*50 Credits.*)

1. What pauses are used. Define each.

2. Give diacritical and accentuation marks upon the following words: erudition, gaseous, menagerie, canine, naive.

3. Define emphasis and inflection.

4. What position should a pupil take in reading, and why?

5. What is good reading?

HISTORY.

1. How may the Constitution of the United States be amended?

2. Name the French and English explorers of America?

3. What presidents were elected on account of their military reputations? In what wars were each engaged?

4. Give account of "Nullification troubles."

5. Give a brief history of General Grant.

6. What caused the wars of 1812, 1846 and 1861?

7. What important events occurred between the years 1875 and 1885?

8. Why was the Constitution of the United States adopted!

9. What is the present number of United States senators, and how are they elected?

10. Name the departments of the President's cabinet.

SCHOOL LAW.

1. For what causes may a pupil be expelled or suspended?

2. How is a special tax raised?

3. What are the duties of a school clerk?

4. What is a school day, month, year?

5. How is a new school district organized?

6. How are the schools supported?

7. What is necessary to obtain a territorial certificate or life diploma?

8. What branches are studied in our public schools?

9. What are the duties of teachers?

10. What provision is made for settling disputes in school matters?

GEOGRAPHY.

1. Name the uses of mountains and rivers.
2. Describe the Columbia river.
3. Name the indentations of the Pacific coast of North America.
4. Bound Oregon and name five of its principal cities.
5. Name five wheat producing States. Name five corn producing States.
6. Name and locate the races of man.
7. Name the principal imports and exports of Washington Territory.
8. What determines the width of the zones
9. Name and describe the different forms of government.
10. Why does more rain fall in the Northern than in the Southern Hemisphere?

PHYSIOLOGY.

1. Describe the diaphragm
2. How does the eye accommodate itself to light?
3. Describe the salivary glands, their uses and how impaired.
4. Give the structure of the spinal column.
5. How and where is animal heat produced?
6. Mention the chief uses of fat, and what parts of the body have no fat.
7. Describe the skin and its uses.
8. How does nature repair a broken bone.
9. State the difference between narcotics and stimulants
10. Describe the process of digestion.

QUESTIONS

Prepared by the Board of Education, Washington Territory, for Examination of Teachers, November, 1887.

ORTHOGRAPHY.

1. Preceding.
2. Hemorrhage.
3. Bigotry.
4. Capacity.
5. Apparent.
9. Dissimilar.
10. Apricot.
11. Unanimous
12. Accustom,
13. Facility.
17. Maritime.
18. Philosophy.
19. Eligible.
20. Transient.
21. Assessor.

6. Penitentiary.
7. Superannuate.
8. Sensitive.
14. Convenient.
15. Martyrdom.
16. Etiquette.
22. Biennial.
23. Tyrannize.
24. Schedule.
25. Lettuce.

ARITHMETIC.

1. Write the number of the present year in Roman numerals. Write the tables of long measure, avoirdupois, weight and liquid measure.

2. What cost 9876 lbs of hay at $11.75 per ton?

3. Define decimal fraction, taxes, stocks and discount.

4. What cost 70 scantling 4in. x 2in., 16 feet long, and 150 boards 18 feet long and 16 inches wide, at $9.37½ per M?

5. Define the following abbreviations: Dr., Cr., Pd., Mdse., ℔, Rec'd., @, Am't., Acc't. and Bbl.

6. A farmer sold 126 acres 100 sq. rods of land which was 25 per cent. of his whole farm. What was the value of the farm at $37.50 per acre?

7. Write a sight draft.

8. In a room which has the same length, width and height, the distance from one lower corner to the opposite upper corner is 21 feet; at $1.75 per square yard, how much will it cost to carpet the floor?

9. Define index, meter, cylinder, involution and assets.

10. There are 70 bushels of grain in 2 cubical bins, and in 1 bin are 10 bushels less than three-fifths as much as there is in the other; required, the dimensions in feet and inches of each bin.

GRAMMAR.

1. How determine whether the simple relative pronoun expresses one or more than one?

2. Write a note of invitation to an evening party.

3. Define the four principal figures of speech.

4. How is the mode of a verb indicated?

5. Write the positive, singular and the possessive plural of the following words: Horse, foot, ox, pierce, father, index, staff, Jones and brother-in-law.

6. "Oh, ever thus from childhood's hour, I've seen my fondest hopes decay." Analyze or diagram.

7. He said, "The law has fallen into innocuous desuetude." Parse all words.

8. Define synonym, climax, parody, hyperbole and stanza.

9. The word that may be used as how many parts of speech? Illustrate.

10. Correct and punctuate the following: When he knew that I was told to remain where I am he exclaimed o must such hardships be endured

THEORY AND PRACTICE.

2. What should a system of education have for its object?

2. How can you make a school room attractive?

3. As a teacher cannot give a pupil an education, what is he to do?

4. Should pupils be required to prepare lessons at home? Give reasons for your answer.

5 Would you award prizes in school? Give reasons.

6. Should a teacher devote any portion of the session to the amusement of the pupils?

7. What is good teaching?

8. To what extent should a text book be used during recitation?

9. What school journals have you read, and what institutes have you attended the past year, and what benefits have you derived from the same?

10. Do you intend to follow the profession of teaching?

READING.

(50 Credits.)

1. What is good reading?

2. Name the marks indicating the pauses in reading.

3. Compare rhetorical and grammatical pauses

4. Give illustrations of equivalent vowel sounds.

5. Write the vowel sounds with their appropriate marks.

U. S. HISTORY.

1. What constitutes treason?

2. Name five battles of the Revolutionary war in which the Americans were successful.

3. What caused the war with the Barbary States?

4. Name five American poets and five American historians.

6. Describe the early settlers of New York, Maryland, The Carolinas, Georgia and Rhode Island.

6. What are the necessary qualifications of a United States Senator, and how is he elected?

7. Write a brief sketch of the life of Lincoln.

8. What effect did the invention of the cotton gin have upon slavery?

9. What was the subsequent career of the two leading American generals in the Mexican war?

10. Give the principal historical events of the past year.

SCHOOL LAW.

1. Name the principal duties of the superintendent of public instruction.

2. What are the duties of the board of education?

3. Name the duties of the county superintendent.

4. What are the qualifications and duties of county boards of examiners?

5. Name duties of directors.

6. Name duties of clerks.

7. Name duties of teachers.

8. When are the annual elections held, and how conducted?

9. How and by whom is the county school fund apportioned?

10. How may a special tax be voted?

GEOGRAPHY.

1. On what waters would a ship sail, and what states and countries would it pass in a voyage from Portland, Maine, to Portland, Oregon?

2. Name the states of the United States that have ship harbors.

3. Name and describe the ocean currents and their causes.

4. Name the political divisions of Europe.

5. What causes the trade winds?

6. What geographical conditions produce the highest civilization?

7. Name five of the highest mountain peaks in Washington Territory.

8. Locate the following places: Liverpool, Rio de Janeiro, Halifax, Calcutta and Alexandria.

9. What causes frost, hail, snow and rain?

10. Name the five most prosperous counties, and locate the five principal towns of Washington Territory.

PHYSIOLOGY.

(50 Credits.)

1. What is dyspepsia and its causes?

2. Desribe in full the respiratory system.

3. How is animal heat generated, distributed, and regulated?

4. Describe the structure of the bones and the characteristics which give them lightness and strength.

5. Describe the ear.

HYGIENE, WITH REFERENCE TO ALCOHOLIC STIMULANTS AND NARCOTICS.

(50 Credits.)

1. Tell how a useful cereal can be diverted into a dangerous poison. Explain the process.

2. What is the effect of alcohol upon albuminous substances?

3. What are the effects of tobacco upon the teeth, salivary glands, nerves and stomach?

4. How is wine made?

5. Describe the immediate effects of alcohol upon the nervous system.

REPORTS OF COUNTY SUPERINTENDENTS FOR 1887.

PRECEDED BY LIST OF SUPERINTENDENTS, WITH POSTOFFICE ADDRESS.

DIRECTORY.

J. C. LAWRENCE, *Superintendent of Public Instruction.*

BOARD OF EDUCATION.

R. C. KERR, ... Walla Walla
H. J. SWIM, ... Whatcom
L. H. PRATHER, ... Spokane Falls
L. E. FOLLANSBEE, Sec., ... Olympia

COUNTY SCHOOL SUPERINTENDENTS, 1887-9.

COUNTY.	NAME.	P. O ADDRESS.
Adams	Mrs. C. Bennett	Ritzville
Asotin	Mrs. S. E. Morrill	Asotin
Chehalis	R. B. Bryan	Montesano
Clallam	Hon. Smith Troy	New Dungeness
Clarke	W. P. Middleson	Vancouver
Columbia	Mr. R. O. Hawks	Dayton
Cowlitz	Mrs. J. Abernathy	Oak Point
Douglas	Clarence C. Ladd	Voorhees
Franklin	C. M. McBride	Pasco
Garfield	T. Driscoll	Pomeroy
Island	Miss Lizzie E. Crockett	Coupeville
Jefferson	R. E. Ryan	Leland
King	I. P. Rich	Seattle
Kitsap	Miss L. M. Ordway	Port Madison
Kittitas	C. V. Peterson	Ellensburg
Klickitat	Mrs. A. E. Rodman	Centreville
Lewis	Miss M. E. Vanice	Winlock
Lincoln	C. H. Pryor	Davenport
Mason	Mrs. A. M. Brooks	Oakland
Pacific	Mrs. Ada Hicklin	Ilwaco
Pierce	M. Stewart	Tacoma
San Juan	E. C. Gillette	San Juan Island
Skagit	R. O. Welts	Mt. Vernon
Skamania	J. O. Waterman	Cascades
Snohomish	J. W. Heffner	Snohomish
Spokane	Mrs. R. McMahon	Spokane Falls
Stevens	Mrs. G. B. Aubin	Colville
Thurston	Mrs. P. C. Hale	Olympia
Wahkiakum	Mrs. Mary Irving	Cathlamet
Walla Walla	Ellen Gilliam	Walla Walla
Whatcom	J. F. Griffin	Lynden
Whitman	Chas. M. Meeklem	Colfax
Yakima	Mrs. M. B. Curtis	North Yakima

ADAMS COUNTY.

RITZVILLE, July 27, 1887.

Hon. J. C. Lawrence, Supt. Public Instruction.

SIR:—The number of children in this county are double that of last year, and the July apportionment nearly as much as was apportioned during last year. Several new districts are in contemplation and I hope the number will be greatly increased next year. The law concerning the teaching of hygiene in reference to alcoholic stimulants has been complied with. I find the majority of the children like the study and are impressed with its teachings. I think, however, the teacher should be very careful in portraying the evils of alcohol and tobacco not to exaggerate the truth.

Quarterly examinations, I think, would meet with general favor and would abolish permits, and spare the county superintendent from much criticism, also the teacher.

I am in favor of compulsory school law. Much could be said in favor of it, but I think the reasons are obvious.

Very Respectfully,

MRS. C. BENNETT.

ASOTIN COUNTY.

ASOTIN, August 1, 1887.

Hon. J. C. Lawrence, Supt. Public Instruction.

SIR:—In addition to statistics, I further report: There are nineteen districts in Asotin county, all of which have had school during the past year. Three new districts have been formed and as many school houses built during the past year, and material is now on the ground for another, (district 19), besides others contemplate building soon. Three districts, viz: 10, 11 and 15, are supplied with Webster's Unabridged dictionary, also several districts have recently purchased anatomical charts, which, with the text-books, are adequate for instruction in physiology. The law concerning the teaching of hygiene with reference to alcohol and narcotics is being enforced The Asotin school was graded and employed two efficient teachers during the past year. Most of the schools have been under the management of energetic and experienced teachers for the year just closed.

Asotin county's first teachers' institute was held in June, 1887, and although comparatively few teachers were present, yet it was a great success. Much good was done and a lively interest awakened for the future.

We recommend that the attendance at teachers' institutes be made compulsory on the part of teachers, and no excuse for absence valid, except

in case of actual sickness, also that our compulsory school law be not a dead letter. I think were it enforced many pupils would now be in school and without as great a sacrifice as is made by some who are regular attendants. I do not think the present necessities of our county would require more than semi-annual examinations, and think the present time for holding them is better than when the weather is more excessive.

We do not think our teachers' term report blanks are suitable for annual reports, and would recommend that blanks be prepared expressly for teacher's annual reports, and that at least two days intervene between the close of the school year and the time when clerks are to forward their annual reports, so both teachers and clerks will have time to make complete reports. Also that sufficient time be given for clerks to get their census reports in before the law requires superintendents to make the first apportionment, subject to the new census.

Respectfully submitted,

MRS. S. E. MORRILL.

CHEHALIS COUNTY.

MONTESANO, August 1, 1887.

Hon. J. C. Lawrence, Supt. Public Instruction.

SIR:—I herewith submit my annual report for the year ending June 30, 1887. For its incompleteness and numerous inaccuracies I have no apology to offer, except the threadbare excuse that the imperfect reports of school district clerks necessarily render it so. While in this county several of them aid well, others, with equally as good ability and ample opportunities, rendered reports which embraced little other than the enumeration of children of school age, and this item in some of them was doubtless wrong.

As to the advancement made in educational matters in this county within the last year, I am unable to speak intelligibly, having resided in the county less than a year, and having entered upon the duties of my office less than three months ago. As far as my personal observation goes, however, the people compare favorably with those of much older communities in their aspiration to afford their children every opportunity which their means will justify to acquire a creditable education.

In regard to the changes in the school law of the Territory, allow me to suggest that if the school year were made to begin August 1st, matters would be less complicated in the making of reports. As the law now is, many of the spring terms of school extend into the new school year, rendering the work of school district clerks somewhat complicated and vexatious in the making out of their reports. Further, the books of the county

treasurer are balanced August 1st, rendering it easy for county superintendents to obtain correct financial statements from books of treasurer at that date—a source of information upon which they must rely during the infancy of our Territory. I trust you will give this suggestion serious consideration and make such recommendation to the next legislative assembly as your mature consideration of the subject may suggest. In regard to the manner of adopting text-books, I have no suggestions to make. The law is good enough as it stands. As regards the text-books now in use, I have no serious objections to urge against any of them except the text-book on geography. I regard it as a feeble, clumsy, unsystematic compilation of facts and fancies, which should be superseded by some better work as soon as possible. The retail price of it is certainly no apology for its continuance in our schools longer than the present contract.

The law requiring the teaching of physiology and hygiene, with special reference to the effect of stimulants and narcotics, is being enforced in this county as far as my knowledge of the matter extends. I am heartily in favor of the continuance and strict enforcement of the law. I believe it is to be much easier to educate the rising generation to abstain from vicious practices than it is to legislate the allurements of those practices out of existence. Both methods combined and energetically enforced will finally accomplish the object.

The compulsory school law is practically a dead letter, so far as my observation goes, though I don't believe it possible, in our primitive condition, to enact and enforce a better one.

I am an unqualified advocate of quarterly examinations of teachers, instead of semi-annual ones. The long time now elapsing between examinations, affords too many plausible pleas for permits, and affords those who are fearful of the results of an examination ample opportunities to impose upon the county superintendents and the public.

Very respectfully,

R. B. BRYAN.

CLALLAM COUNTY.

DUNGENESS, July 25, 1887.

Hon. J. C. Lawrence, Supt. Public Instruction.

SIR:—In compliance with the Washington school law, I enclose my annual report herewith.

I have just completed an official tour of the schools in the county. All are doing satisfactorily. Owing to an unusual influx of immigrants there is a large percentage of children, especially in the Port Angeles district, not

attending school at present, otherwise our county shows a marked improvement over last year.

Relating to the compulsory school law, would say, while I am in favor of stringent laws on that subject, the compulsory act is somewhat impracticable in a thinly settled county like Clallam.

Quarterly examinations would, in a great measure dispense with the permits. Hygiene is now being taught in common with the other branches throughout the county. As the population and taxation of our county is rapidly increasing, I think I will be able to make a much better report in another year. It is very probable that one or more graded schools will be in operation before the year closes that has just commenced. Altogether we have reasons to feel greatly encouraged.

Respectfully submitted,

SMITH TROY.

CLARKE COUNTY.

No report except statistical.

COLUMBIA COUNTY.

DAYTON, August 1, 1887.

Hon. J. C. Lawrence, Supt Public Instruction.

SIR:—I herewith submit my annual report of the public schools of Columbia county. You will notice, although the amount raised for school purposes is not so large as last year, yet the average number of months taught, and the average daily attendance are greater this than they were last year.

Good work has been done in our schools the past year. Teachers are stepping up to the front rank in their profession, and will be better prepared to do thorough work in the school room than ever before.

I have visited almost every school in the county the past year, and found the teachers complying with the law in regard to instruction in physiology and hygiene. Patrons of schools have remarked to me that they thought it the grandest move in the cause of temperance that had ever been made.

Our text-books, with the exception of Robinson's arithmetic, give satisfaction. Many teachers complain of too much work in denominate numbers, taking a useless amount of time.

I would be pleased to see the school law changed so that counties having over one thousand children of school age could have quarterly examinations and no permits be granted, that third grade certificates be limited to six months, that music (vocal) and drawing be added to the list of branches taught, and that a good, effective compulsory school law be enacted, in the place of the present incomprehensive one. Reasons could be given for all these changes, but they would take too much space. There is another important change that ought to be made The treasurer is required by law to report to the county superintendent August 1st, the amount of funds to the credit of the several school districts. This report ought to be made the first of July, in order to compare it with the clerk's report. At present it is a useless law. By making the change it would become effective, and superintendents could report the correct amount to the credit of the schools of the county.

I am pleased to report one institute of more than ordinary interest. The institute opened Monday morning, June 20th, and continued in session, with unabated interest, for six days Prof. L. E. Follansbee was employed as conductor.

With the best wishes for our public schools, I subscribe myself,

Fraternally,

R. O. HAWKS.

COWLITZ COUNTY.

OAK POINT, July 27, 1887.

Hon. J. C. Lawrence, Supt. Public Instruction.

SIR:—Enclosed please find annual report, which is as complete as I could make it from clerk's reports, several not being filled out in all matters, and one failed to reach me until I had given it up and had made out the report as far as I could, which accounts for my figures looking as mutilated. I have visited fifteen schools since holding office. I found the teachers earnestly engaged in their work, and was well pleased with their methods and the order maintained.

Not many of the school houses are as pleasant and comfortable as desirable, but as the county becomes settled, there will be improvement.

I found physiology and hygiene taught in each school, in some taken as a study, in others taught orally—the pupils not having books, which no doubt will soon be supplied.

I think, in regard to those studies, the law should be enforced, also the compulsory law. The present dates for holding examinations probably ac-

commodate as many as would any other time, though there were some of our teachers attending school last May who afterward applied for permits.

Three examinations a year would, I think, accommodate all. We have so few resident teachers it has not seemed advisable to hold a county institute this year.

Would it not be preferable to have our school year begin with the calendar year?

Hoping my report will be satisfactory,

Very respectfully,

MRS. A. J. ABERNATHY.

DOUGLAS COUNTY.

VOORHEES, July 27, 1887.

Hon. J. C. Lawrence, Supt. Public Instruction.

SIR:—I regret very much that so many discrepancies occur in my annual report. Many of the district clerks failed variously in reporting.

To yield to your desire, I consider that a county board is unnecessary, besides being a small expense to the county. That a superintendent can, without aid, render justice to applicants after having rules, regulations and questions prescribed by the Territorial board. That examinations should be held quarterly, and in different parts of the county, when it is large. That permits should not be granted under any consideration.

The law concerning the study of physiology and hygiene with reference to alcoholic stimulants, is not being enforced as yet in the county, many patrons being too poor to provide readers. To adopt another series of textbooks would not be satisfactory to many, however beneficial it might be.

The compulsory school law is not being enforced, very few having knowledge of the law. I have substituted in many schools the school laws for advanced readers, and I think to good advantage.

Very Respectfully,

C. C. LADD.

FRANKLIN COUNTY.

PASCO, August 12, 1887.

Hon. J. C. Lawrence, Supt. Public Instruction.

SIR:—In compliance with section 18, clause 3, I hereby append my annual report for Franklin county.

There are but three school districts organized in this county, and but one of them maintained a school during the year. Two of the districts were but recently organized, one of which has school now in session. It commenced the first of this school year. The other will commence school on the first of September.

I am not able to make a complete financial report on account of the incompleteness of the reports I have received, but there will be school funds sufficient in all of the districts to give each at least six months school Our teachers, the majority of them, are only holding permits. There has been but two applicants examined since this county was organized. They received first grade certificates, but have gone to new fields of labor, and left this county without a school board.

This county is new and sparsely settled. The people have hardly got settled down to business yet, and the cause of education is lagging. But in all probability the cause will grow with the growth of the county, and Franklin county may yet take her place as one of the banner counties of Washington Territory as regards education.

Yours respectfully,

C. M. McBRIDE

GARFIELD COUNTY.

POMEROY, July 30, 1887.

Hon. J. C. Lawrence, Supt. Public Instruction.

SIR:—Herewith I forward you my annual report. In addition, I am happy to be able to state that considerable advancement has been made in the public schools of our county since last published biennial report in 1885. During the present year, six districts have levied taxes and propose to build school houses. Some districts are replacing temporary structures with substantial buildings that will supply the needs of their respective schools for some years. The city of Pomeroy is agitating the question of building a $15,000 school house the coming year, provided Congress, at its next session, consents to the issuance of bonds by the corporation.

School directors are manifesting more interest in securing the services of the best teachers available.

Many of our schools are supplied with manikins, which assist materially in the teaching of physiology and hygiene.

Hoping for a continual advancement of our school work, I am,

Yours respectfully,

T. DRISCOLL.

ISLAND COUNTY.

WHIDBAY ISLAND, July 30, 1887.

Hon. J. C. Lawrence, Supt. Public Instruction.

DEAR SIR:—Enclosed you will find my annual report. It is incomplete in some things, owing to the district clerks failing to make out their report in full. Hope to have a better arrangement of things next year.

I do not think of any needed changes in the school law, unless it would be to exempt districts holding only three months' school during the year from the teaching of hygiene and physiology, as the children need all their time to devote to the more important studies.

I do not think we could have a better law than the one in force for the adoption of text-books.

Hygiene and physiology are being taught at present throughout the county. I find it does not meet with much favor with teachers, and some children have been taken from school by parents, claiming it to be a useless study.

I favor quarterly examinations, as it would do away with so many permits.

Most of the schools in this county are small, but are doing well.

Very respectfully,

L. E. CROCKETT.

JEFFERSON COUNTY.

PORT TOWNSEND, August 1, 1887.

Hon. J. C. Lawrence, Supt. Public Instruction.

DEAR SIR:—It is pleasing to report the schools of Jefferson county in a flourishing condition inasmuch as the school system and an efficient corps of teachers is concerned, but a painful duty to chronicle the hard and stubborn fact, as shown by the statistics, that about one-half of the children of school age are not attending school, and the more observation and study devoted to this matter, the sooner must we be convinced of the necessity for a very rigid compulsory enactment, to be enforced under severe penalties to the officers charged with performance of the duty of its execution. Here we have good school buildings, good school teachers, good school officers, with few exceptions, and the people who are solicitious in behalf of the schools, are very enthusiastic in the cause of education, and cheerfully pay any and all taxes levied for their support, yet they are powerless to prevent half of the rising generation, in this enlightened age, surrounded by all the facilities for procuring a good common school education from the degrading stigma of

illiteracy with its concomitant crimes that go hand in hand with it to the felon's cell or to the drunkard's grave.

We would tay to the people, and especially to their representatives in the legislature, that although we have inherited "a land of promise" and "a land of liberty" we have no moral right, and should have no liberty to neglect the training of the youth of this commonwealth, who are to be its future citizens, guardians of that heritage.

There are some features of our school law which especially fosters this deplorable state of neglect with impunity.

The compulsory provisions are not stringent enough in themselves, nor as to their own enforcement, and weak, isolated country districts where the people are generally poor and the children few, are required to hold three months school in two years (Oh, what generous compulsion!) while a pro rata apportiontment of the school fund will not meet the expenses of even that length of term, which amounts to no school at all, as no real, "live," well qualified teacher could be induced to teach such a term for the small compensation that could of necessity only be afforded:

The result is that the wealthy who desire and all who can afford the means, remove with their families from those weak school districts to the centers of population to educate their children, who soon become residents under the law; and thus still further augment the funds of the strong district and diminish those of the weak, correspondingly, but with greater effect, which virtually deprives the children of those weak districts of the means to procure even a limited education in their common schools.

We know that the school system of our country was based on the broad principle of universal education of the masses of the people, while here poverty and the law conspire to defeat its purpose under the present pro rata per capita system of apportiontment. As the former cannot be abolished, the latter can certainly be amended so as to prevent this intellectual starvation. You may ask, "Can this be done?" The answer is, it is done in commonwealth in similar conditions and "where there is a will there is a way." Why not make it compulsory on all school districts to have at least three months school each year, then apportion from the general school fund a stipulated amount to each district, say enough to pay teachers in each for three months, such apportionment to be used for no other purpose and afterward apportion the balance pro rata, leaving weak districts to defray incidental expenses from a light special tax on property. This, or some similar method, would not materially affect already strong districts and would materially promote the interests of education throughout the territory and subserve the requirements for which the school system of the United States was established.

In answer to further requests from you to superintendents, I beg leave

to state that the law concerning the teaching of hygiene with reference to alcoholic stimulants, is being taught in all the schools of this county, but it is believed that the text-books in use are not at all suitable for primary pupils, and that it would conduce to a more general study of this branch if the text-books were more properly graded.

Semi-annual examinations are quite sufficient in this county, but if quarterly examinations should be enforced, the permit clause of section 26, title III, ought to be repealed; in fact, we find by experience that the less teachers and superintendents seek the prerogative of that clause, the more efficient are the teachers employed in our public schools, and the greater harmony prevails among school officers and the people generally, resulting in the consciousness that the schools are in charge of those whose competence is established beyond any reasonable doubt.

And to further prepare the teachers for their arduous duties, and to keep them well informed regarding the latest and most improved methods of imparting instruction and of training the youth, it is recommended that an act be passed requiring an appropppriation to be made in each county required by law to hold county institutes of, say $100 to defray incidental expenses of institutes and experienced institute organizers and workers.

It is believed that the public schools of this county are as well provided for as any in the Territory, and when the projected university at Port Townsend is completed, will rank second to no locality on the Pacific for educational facilities.

Very truly yours,

R. E. RYAN.

KING COUNTY.

SEATTLE, August 1, 1887.

Hon. J. C. Lawrence, Supt. Public Instruction.

SIR:—Find enclosed my annual statistical report for King county. The district clerks have been very prompt and careful about forwarding their reports, and they give satisfactory evidence that the public school interests of King county are advancing. The number of our school districts have increased from 51 to 55. Nearly all the districts show an increase in the number of school children, and the whole county shows an increase of 586 children of school age. Although no first grade certificates have been issued during the past year, teachers generally are improving their methods and are doing better work from year to year. Many schools are not supplied with necessary blackboards, maps, charts, dictionaries, etc. It is to be hoped, however, that superintendents and teachers will encourage school boards to purchase as much of such apparatus as the schools may need.

In the face of this lack of school apparatus, agents have canvassed this county, and succeeded in selling Whites' physiological manikin to a majority of the districts. It seems to me like a great waste of funds, when such funds could be better used in purchasing blackboards, dictionaries and large maps of the United States. I say this after visiting nearly half of the schools in the county, and have not seen one of the manikins, either unfolded or in use There is but one advantage in buying such helps for teachers, they will never wear out by use.

While most of the text-books in use give satisfaction, there should be some book better adapted to primary grades in arithmetic. The result is that pupils do not get the much needed drill in that kind of work. If there is no such book in print suitable for ungraded schools, I hope the Board of Education will prepare one for use throughout the Territory.

Most of our teachers are teaching hygiene with reference to alcoholic stimulants, and classes are taking more than ordinary interest in the study. The law regulating this study should remain in force until it has had a fair trial, such an important study is bound to give the better satisfaction the longer it is taught.

If we have a compulsory school law, it is not enforced. Many of our children are kept out of school, while school boards take no notice of the fact. If this injustice can be corrected by laws and penalties, our legislature had better look after the matter. Otherwise the friends of education should try to raise the standard of public opinion so that every child in Washington Territory may receive a common school education.

I think semi-annual examinations are sufficient to supply King county with teachers.

Owing to bad roads in winter, more than half of the schools in King county are open during the summer months. This may be the cause of so many large boys not attending school. Some kind of an arrangement should be made whereby every district in the territory with an average number of pupils, should have at least six months school each year, then both large and small pupils would have a chance to attend.

For two years past King county has been favored with very good teachers' institutes. Outside talent has been employed, and teachers have derived much benefit from them. We wish it might always be so. But sometimes it happens that outside talent cannot be secured, and it becomes necessary for the county superintendent to call upon the teachers to do the work of the institute. In such cases, every successful teacher should respond, and do all in his power to make the institute a success. If teachers don't take hold of our three days institutes with more enthusiasm, the Board of Education had better recommend that every teacher spend at least five days in visiting both the best and the poorest schools in his county, or vicinity. Such visits would do good in many ways

and in a short time school boards would be glad to allow teachers their time while making such visits.

Hoping you will be able to spend some time, in the near future, among the teachers and schools of King county, I remain,

Yours truly,

ISAAC P. RICH.

KITSAP COUNTY.

PORT MADISON, August 9, 1887.

Hon. J. C. Lawrence, Supt. Public Instruction.

SIR:—Enclosed please find my annual report, showing, though not as completely as I could wish, the condition of schools in Kitsap county. District clerks do not always understand how or where to find answers to the questions on their blanks, as records are carelessly kept, if kept at all.

We believe we are not retrograding in school matters. The number of school districts has nearly trebled during the last two years, and all are progressing satisfactorily.

The law concerning the teaching of hygiene with reference to alcoholic stimulants is thoroughly attended to. Oral instruction is given to the younger pupils, and the Pathfinder series of text-books is in use by the more advanced. Children take very much interest in the study and need no urging to commence it.

As to the present school law, it is very satisfactory in many particulars, though many of the sections might be a little clearer, and some additions in the way of instructions to school officers would prove valuable.

I sometimes wish that a body of teachers could have had the modeling of the instrument, instead of, perhaps, one of lawyers, (begging their pardon if it be a libel) who do not always desire a clear and concise statement of rules and regulations.

In our county I find semi-annual examinations sufficient. In others, with a much greater number of districts, a quarterly one might be of benefit by doing away with the granting of permits. We very much preferred the time of holding former examinations, viz: February and August, because there was less interference with school terms, always a detriment, but as no doubt there were as equally good reasons for the change to the present months, May and November.

We hope, as our Territory is advancing rapidly in population and wealth, that an equally rapid improvement may be seen in educational facilities, and

that no children within her border may fail to secure advantages that will render his future secure and independent.

Yours respectfully,

L. M. ORDWAY.

KITTITAS COUNTY.

ELLENSBURGH, Aug 1, 1887.

Hon J C. Lawrence Supt. Public Instruction.

SIR:—To-day I send you the annual report of schools for Kittitas county. It does not fully represent the statistics of the county on account of the imperfect manner in which many of the clerks reported

Kittitas county has been very prosperous in the two past years. Her population has more than doubled, consequently, there has been a great increase in the number of school children.

In the past year three new districts have been formed making in all twenty six districts.

Our schools are doing as well as could be expected, for the country is new, and the majority of the school houses are small and poorly constructed.

Teachers generally have to exercise their ingenuity in these rude houses with but few conveniences, and scarcely any appliances for conducting their work. Yet we are very hopeful as to the future educational prospects of our county. We realize that the dawn of better times is just at hand We have a better class of teachers This year a great many improvements will be made Several good school houses will be built

The law requiring the teaching of hygiene with reference to alcoholic stimulants, has not been fully enforced. We hope soon to have the subject introduced in all our schools In some districts, teachers meet with opposition when they attempt the introduction of this subject.

We would respectfully recommend that our Legislature enact a law in regard to permits. We believe that permits should be granted, only to teachers to teach in districts having less then sixteen scholars, as such districts are generally short of funds and have not the necessary means to hire the best teachers, yet wish to maintain schools. If we can not have such a law, we are decidedly in favor of quarterly examinations as that would partially do away with the necessity of granting permits.

February and August are much preferred as being more suitable times for holding examinations. The examinations would then come just before the opening of the spring and fall terms of school.

Respectfully submitted,

CLARA V. PETERSON

KLICKITAT COUNTY.

CENTERVILLE, July 27, 1887

Mr. J. C. Lawrence, Superintendent of Public Instruction:

SIR:—Enclosed please find my report for school year ending June 30, 1887, which I trust is correct.

Schools in this county, though not progressing as we desire, are doing as well as can be expected under the present condition of our resources. As you will observe, the average duration of our schools is less than four months each year, for which the average salary paid male teachers is $37.00 per month. With our present lack of funds, we cannot hope for any rapid progress in educational matters; but most of our people are doing the best they can with funds now at hand, and hope for "the good time coming, bye-and-bye." While realizing that "knowledge is power," in school matters in a new country we all know that money is the lever that sets the "power" in motion.

In the past year I have granted six new districts, and the number of children attending public school are about 1958—an increase of a few over one hundred since my last report. School houses in many instances are in much better condition than formerly, the districts, by special tax, making needed repairs and improvements. During the last year I adopted a system of keeping our district boundaries straight. The Commissioners authorized me to purchase a suitable book for the purpose, and in that I have all the districts mapped out and definitely described. Changes made can be readily traced on the plat and noted on the opposite page, thereby avoiding all confusion in district boundaries.

In regard to text-books, it is to be hoped that the "fifth wheel," as it has been styled by some—a text-book on mental arithmetic—will be adopted. We all know how unnecessary a fifth wheel is; but, if mental arithmetic is the fifth wheel, then it is a most important one in this case. I think our text-books are all good, except Davies & Peck's primary arithmetic. This does not meet the requirements.

The new law, "Relating to the study of physiology and hygiene in the Public Schools of Washington Territory, with special reference to the effects of alcoholic stimulants and narcotics upon the human system", is not enforced any further than this: Steele's Hygienic Physiology is pretty generally used for advanced pupils; but in most of our schools there will be only one or two pupils sufficiently advanced to take up this physiology, and in many others I do not find even one pupil studying it. With the exception of this few in physiology, our boys and girls are growing up in ignorance of this branch of knowledge, for the two volumes of the "Pathfinder" are not used, except in one or two schools. And yet no written complaint has come

into me from directors or heads of families, as the law requires, showing an indifference to the subject which I did not anticipate in a temperance county Upon inquiry, the teachers complain that the parents will not provide their children with the primary book in this study. Teachers will have to be more vigorous in enforcing the law regarding a pupil's membership in school. If they carry out the law in the case of hygienic physiology, a large number of our pupils would lose their membership.

I think the compulsory law a good one and should be enforced While a great many children are unavoidably kept out of school, there are cases where parents should be compelled by law, if nothing else will influence them, to send them to school; but directors are withheld from their duty in this respect by the hesitation to get into difficulty with their neighbors.

If quarterly examinations would do away with the "permit" difficulty, I would be inclined to favor them; but, in view of the small number of teachers we have here, quarterly examinations would be an unnecessary expense. The four apportionments annually are not required in this county either Two apportionments are large, while the other two are always small, and sometimes there are no funds to apportion

There having been no copies of the school law published for distribution, may in some measure account for the violation of the law in respect to hygiene. Some few copies have been purchased, but we have felt the need of more.

Hoping that I have fully answered all that you desire, I am,

Respectfully yours,

A. E. RODMAN.

LEWIS COUNTY.

No report except statistical.

LINCOLN COUNTY

DAVENPORT, August 20, 1887.

Hon. J. C. Lawrence, Supt. Public Instruction.

SIR:—The schools of Lincoln county are not different from the schools of other new counties.

Educational wants and interests are the same here as in other parts of Eastern Washington. True we cannot compare the schools with those of older counties, yet for a new county the outlook is most encouraging.

Few counties levy a higher tax for school purposes, which for the last two years has been 5½ mills.

Although the tax seems heavy, it is but meager support for many districts whose numbers are few.

The want of well built school houses, properly furnished, is a great drawback to the advancement of education in new counties.

There is no systematic way, provided by law, for building and furnishing school houses. It is true the law provides that a tax may be levied for the purpose, but this is usually difficult of accomplishment from various causes. The principal cause being the lack of taxable property in newly settled districts and the opposition to tax by those who have no interest in schools.

Those interested usually feel themselves unable to provide and furnish a suitable building, and the result is no house is built, or if one should be built it is simply an excuse for a house and is totally unfit for school purposes. To remedy this difficulty and provide a more satisfactory and efficient means for building school houses and furnishing them, I suggest that it be urged upon the Legislature, (provided it is within the authority of the Legislature) to grant school districts the privilege of issuing bonds. By so doing many new districts may be placed upon a firm basis at once, which otherwise would be years in providing suitable conveniences.

Referring to the adoption of school books, I think changes should be avoided whenever the text-books are not manifestly defective or unsuitable for our schools. It is a most difficult matter to make exchanges of school books in new counties.

The teaching fraternity, in general, is dissatisfied with Swinton's Grammar and Language Lessons, as also with having two authors on arithmetic. The latter seems scarcely excusable, and is the source of much annoyance to teachers and patrons; yet I do not advise a change as the people want no more changes at present.

Concerning the teaching of hygiene with reference to alcoholic stimulants: It was almost unanimously favored by the teachers attending the institute, and the best teachers are making a decided success of it. To the primary grades it is simply taught by oral drill, which I have always advised, and which I consider a proper compliance with the spirit of the law.

The teachers of the county are favorable to a compulsory school law, but do not consider that the present law can be so interpreted It is earnestly desired that it may be so amended that it will include all children between the years of eight and sixteen, and that there may be no doubt about its scope and extent.

I should favor quarterly examinations, allowing the superintendent the privilege of holding them at such places as he may deem most convenient

to the teachers of the county. As it now is the teacher in the western part of Lincoln county is compelled to travel from fifty to seventy-five miles to the county seat, which is in the extreme southeast corner of the county.

For semi-annual examinations, May and November seem to be the most convenient time for the counties of Eastern Washington. During the winter months it is, many times, impossible for teachers to attend.

Finally, I would suggest that as the school law of the territory is defective and in need of early revision, that the Legislature be asked to adopt the law of some state that has been tested, and thus, save useless quibble and expense in determining its validity.

It is probable that this could best be brought about by a committee appointed by the Legislature, said committee selecting the law and dropping therefrom whatever would be improper and unsuitable to the territory.

Respectfully,

C. H. PRYOR.

MASON COUNTY.

No report except statistical.

PACIFIC COUNTY.

No report except statistical.

PIERCE COUNTY.

TACOMA, Aug. 8, 1887

Hon. J. C. Lawrence Supt. Public Instruction.

SIR:—In addition to the Pierce county annual report, I desire to say that the schools are in a very prosperous condition generally With but few exceptions, all have a good fund on hand for the coming year Our county commissioners generously levy the maximum tax, six mills for school purposes.

It occurs to me that the law. Section 80, Title xv, for levying special tax does not clearly, if at all, give the right to use any of this fund for teachers' wages. If so, I think it should be so amended. I find that in a few of the districts of this county the tax, six mills, with the present census, is not sufficient to maintain school a reasonable length of time Also, I do not think the law, Section 58, Title x clearly defines whether any of the fund raised by the six mills, can be used for other than teachers' wages, especially after a district has been organized and some kind of a house procured.

These two sections, I think, if so amended that any surplus accumulating in either case would be transferable, would frequently be an advantage to districts and save special legislation on this matter.

There are several sections of our school law it seems to me, should be amended.

Section 19, Title III, first clause, should define the word visit, so that county commissioners and superintendents would have no doubt as to what constituted a visit, and Section 24, same title, the words, "each school" should be clearly defined so that they may know whether superintendents have a right to visit a school more than once a year, if organized and under the management of different teachers. Again Section 27, Title IV, I think should be amended, because it is not a good law for the formation and organization of school districts. As it is, it works hardships to the people, requiring them, sometimes, to wait nearly four months from the action of the county superintendent before a hearing may be had before the commissioners; and this, too, when there is no objection on the part of the people. I think the action of the superintendents should be final, in case of no remonstrances of the people to the petition asking for a district. This section of the law, as I read it, gives a superintendent power not to grant a petition for new districts, even if all are unanimously in favor, and there is no appeal from his action. This is not as it ought to be. It gives him more power than he should have in not granting, and none in granting, if commissioners see fit to reverse his action.

The people should have the right to appeal from the superintendents action, in case of remonstrance, and he grants, and the same right if he does not grant, except when there is no remonstrance. Again, if an appeal is taken it seems to me that the superintendent should still have a voice in the matter, or in other words, the action of the commissioners, with the superintendent, should be final. A careful reading of this law and its practical workings will show its defects and that a change should be made.

Section 38, Title V, defines powers and duties of school directors, but does not impose any penalty for abuse of powers or non-performance of duties. I think this should at least be met with forfeiture of office. If a school board takes a notion not to move a school house, even though directed by unanimous vote of the district so to do, there is no way of compelling them without a law suit. This is not a good law. (I also refer to the sixth clause of this section.)

In our late county and judicial district Institutes, held in this county, these and many other sections of law were discussed and voted on almost unanimously recommended for amendment, which I hope may be brought to the attention of our next legislative assembly.

I favor a change of books in grammar as soon as can be effected, and speak for Reed and Kellogg's Higher lessons in English, only one book, both high and low enough for any common school. Language should be taught to the pri-

mary grades without books. I hear some complaint about Davies & Pecks' arithmetic, but have no serious fault to find, myself.

The law on hygiene is being enforced as well as can be expected in this county. Some of the schools attempt to comply with the letter Dare I say I believe this law requires too much in the study of this sublect Do I understand it to mean that a pupil must study this subject from the time he enters school through a course of 5 to 10 years, until he quits? If so, I say it should be amended.

The compulsory school law of this Territory I think is a dead letter. I don't know of any efforts made to enforce it, and might as well be repealed if we can't have a better one

Examinations I would change from the present time to January and July. Would have an appointed time in July for holding county institutes, and followed by examination. I would have in January, before holidays, before opening school, and thus avoid interruption of the schools and teachers' work. Friday and Saturday would be an improvement on Wednesday and Thursday, as it now is, because it would not break the week so badly.

I make these suggestions on these points, submitting to your judgment as to their merit, hoping you will use only such in your biennial report as may be by you thought good.

Very respectfully,

MATTHEW STEWART.

SAN JUAN COUNTY.

FRIDAY HARBOR, July 29, 1887.

Hon. J. C. Lawrence, Supt. Public Instruction.

SIR:—This county, from its insular character, is peculiarly and perhaps somewhat unfortunately circumstanced in regard to its school facilities. The three largest islands in the group, San Juan, Orcas and Lopez, contain by far, the greater portion of the popular. There are several smaller islands, as Shaws, Blakely, Spiden and Waldron; on each of which there are from two to six families. These latter have all been, heretofore, attached to the school districts on one or the other of the first three; by which they have been practically debarred from their school privileges, as it is out of the question to send children to school every day in a boat across dangerous channels, from a mile to three miles in width. On the 25th of June last, the families residing on Shaw's Island, containing 8 children of school age, organized into a new district under the provisions set forth in Section 33 of the school law. This action of the superintendent will probably be sanctioned

by the board of county commissioners at their meeting on the 1st of August next and a school be established there. With this exception, all the schools in the county are located on the three first named islands. I will give a brief account of the schools in each one of them, beginning with the most populous.

SAN JUAN ISLAND.

There are four school districts on this island; number 1, 2, 8 and 9. No. 1 is provided with a roomy and well lighted house, built of squared logs, and white washed inside and out. At the present time it has 30 scholars, 15 of each sex and is presided over in an able manner by Miss Ella Cousins.

The schoolhouse in district No. 2 is also built of squared logs. It is tolerably well lighted, but the desks and benches are old, clumsy and uncomfortable. In this connection I might remark on the great importance of having children seated as easily as possible while at their studies. Painful postures, aching limbs, and an uncomfortable seat, are not favorable conditions for study, or any sort of mental exertion. I think a child should be provided, if possible, with as comfortable a seat, while studying, as can be devised, and to be perfect, it should not only be soft and of proper shape, but should have a rest for the back and also for the arms. 32 scholars attend this school, and the teacher, Mr. R. M. Wansbrough has a happy faculty for winning the affection of his pupils.

The school house in district No., 8 is located near the old English camp. It is a frame building white washed, but too small to accommodate properly the 34 children who attend it. Since the district was organized, the lime kilns at Roche Harbor have been built; and, as they are in this school district the children of the employes have to go about three miles to school. The people residing at, and near Roche Harbor, made efforts to have the district divided, but heretofore without success; as there were not sufficient funds coming to district No. 8, to support two schools three months in each year. In my opinion, the fairest way to arrange the matter would be to build another (and better) school house near the center of the district, which would be much nearer Roche Harbor than the present one. This school is now in charge of Miss Kate Boyce, who is very painstaking and efficient.

The school in district No. 9, is located at Friday Harbor, the county seat, in a new and handsome building not yet quite completed. This school house was put up with means derived from voluntary donations, and, when finished will be a credit to the district. In my report I have not included the amount donated; because all the money subscribed has not yet been collected, and there are outstanding accounts not yet settled. Therefore, I thought it best to let it go over to next years report when an accurate account can be given of it. This school is now in charge of Mr. R. H. Wans-

brough, a gentleman of long experience and first class qualifications. He has 29 scholars.

ORCAS ISLAND

This island has three districts: No. 5, 6 and 7. The school house in No. 5 is located at the head of Buck bay at East Sound. It is built of hewn logs but is not white washed. The seats and benches are about as uncomfortable as at No. 2 Thirty-four scholars attend this school, which has been for the last two years in charge of Miss Ella Kepler, an excellent teacher.

The school building in district No. 6, is situated about midway on the road between the mouth of Buck bay and Doe bay. At the latter point there is a post office. This district is sparsely settled, and it is only within the last year that the apportionments from the school fund have been sufficient to maintain school three months in the year. Last season only 13 scholars attended. By the last census, however, 25 are enrolled The school has not begun yet, but the directors expect to engage a teacher soon. Last season Miss Kepler taught in this district three months after finishing her engagement at East Sound.

The school house of district No. 7, is in the western portion of the island in Low valley. The building was enlarged last spring, and is now quite comfortable and well lighted. It is very pleasantly situated on the road connecting West and East Sounds, on ground donated to the district by Mr. Charles Miller who is at present, one of the directors Mrs Sadie Loos, the teacher, is now serving her second term here. She is painstaking and energetic, and is well liked by both parents and pupils

LOPEZ ISLAND

This island has two school districts, Nos 3 and 4 The first named embraces the southern half of the island, and is provided with two school houses, with an aggregate of 34 pupils. It has been the custom in this district to have school half the term in each school house, and this year, there will probably be three months in each. Miss Lillian Phelps is now teaching her second term in this district, and is well liked.

The school house in district No. 4 was, until the present term began, the poorest one in the county—an old building of rough logs—ill lighted but thoroughly ventilated by numerous cracks and crevices in the chinking, so that both pupils and teacher were almost constantly taking colds. About a year ago it was resolved by the directors to endeavor to build a better school house. After discussing whether to levy a special tax or trust to voluntary donations, the latter course was adopted, and, as the event proved, wisely. Money and labor enough were soon subscribed for the purpose and last May school was opened in a handsome frame building, neatly painted and well lighted. Such a school house, in fact, as would be a credit to any

country. This, district No 4, which has hitherto had the worst school house in the county has now the best one.

In making up my statistics I was unable to state the value of the labor which was subscribed toward this building; because it was done before I assumed office, and the clerk kept no account of it. As the estimated value of the school house and grounds however, are placed at $450, and the two acres of land on which the house stands (presented by Mr. Jasper Coffelt) I consider worth about $50. And $95 50 having been subscribed in money, there must have been about $300 furnished in labor.

This school has 29 scholars, and is being taught by Mr. Edmund Corcoran, who, I believe, has had a longer experience as teacher than any other in the county.

The branches taught in all the schools are reading, spelling, penmanship, arithmetic, grammar, geography, U. S history; physiology and hygiene is taught in all the districts except Nos. 1, 5, 6 and 7. I shall endeavor to have a class formed in those schools as soon as possible for instruction in that branch.

The school fund of San Juan county is augmented by special act of the Legislature approved Nov. 9, 1877, so that so much of the road tax as shall be levied from assessments upon property is set apart and donated to the school fund.

The revenue from this source for the year 1886 amounted to	$534 21
From rent of school land.....	50 00
Levy for schools.....	1335 54
Total revenue from the county for 1886	$1919 75

I have now given a sketch of the condition of the various schools and am invited to express any views I may entertain in regard to education in general, modifications of the school law, etc. But first I will remark that nearly all the children in this county are engaged in the very rudiments of knowledge. When this is the case, I have often observed that children become imbued with the idea that it is useless to attempt to learn anything unless a teacher is at their elbow. Consequently, the books are too often laid aside when the short term is over, and are not again resumed until school commences again the ensuing summer, and then the same ground has to be gone over again. I have therefore endeavored to impress on the minds of those children who can read at all, the necessity of reading aloud to their parents during the winter evenings—to write letters to each other with the dictionary at hand and also to practice themselves on every possible occasion in the arithmetical rules.

The system of government in the schools of the present day is more in accordance with the rational ideas than was the case forty years ago, when I

was a school boy; and the school room, instead of being a place to be dreaded, is now generally looked upon with reverse feelings. A child craves knowledge by instinct; and, if treated with common humanity, is ever eager to acquire it Berch rods, ferules, and dunce-caps have had their day—let us hope forever, and now take their place among the many other obsolete barbarisms from which Time, "the nurse and breeder of all good" is emancipating our civilization.

It is a source of considerable inconvenience, at least in this county, that the school year begins on the first of July instead of the first of January. I find that some of the district clerks get the civil year and the school year sadly mixed in their accounts. School is mostly taught here in the summer months only; so that, during the same school year, we frequently have two different teachers in the same school, and a new board of directors is elected and a new clerk. The latter official sometimes cannot understand from the books what his predecessor has done. The old board of directors may have given orders on the county treasurer which the former clerk has neglected to enter on the books The new clerk, when he makes his annual report for the school year, sees that the first item he is to put down is the "amount on hand at beginning of year." Sometimes he takes this to mean the first of January.

If it is necessary that the school year should begin on the first of July it would afford considerable relief to the superintendent of this county if the line referred to read "Amount on hand on the first of July." This might serve as a guide to those clerks who have not time to read the school law,—or, if the line read in this wise "Amount on hand at beginning of school year" it might sufficiently excite the curiosity of some of the clerks to examine the statute and find out when the school year begins and when it ends. If this were done, it might possibly save more than one county superintendent in this territory a vast amount of trouble and annoyance.

I am asked to give my ideas concerning the compulsory school law. As far as it relates to this county, I attribute the large percentage of children who do not attend school, not to any indifference on the part of their parents, but the fact that most of the absentees are too young to walk the long distance to the nearest school house, which, in some cases, is three miles. I have no doubt that a compulsory school law is necessary in large towns; and I certainly am in favor of such a law, so that all persons having the guardianship of a child should be compelled to give it schooling unless a good and valid reason can be given to some proper authority for not doing so.

Semi-annual examinations are better for this county than quarterly, because, as it is now, there are sometimes no candidates to be examined, and a more frequent meeting of the board would only cause a useless expense to the county

Very respectfully yours,

E. C. GILLETTE,

SKAGIT COUNTY.

LA CONNER, August 1, 1887.

Hon. J. C. Lawrence, Supt. Public Instruction.

SIR:—I have the honor to submit my annual report, showing the condition of affairs in the public schools of Skagit county.

The people of this county are to be highly commended for the liberal manner in which they have responded to the demands of educational work. They taxed themselves to the full limit of the law to provide a county school fund, and in many instances, they levied heavy district taxes to build school houses and pay teachers.

Another commendable feature, one that is characteristic of our people, is the disposition to employ resident teachers. While there are many good situations obtained by non-residents, yet, other things being equal, our home teachers are gladly preferred. As a result we have a large and very efficient class of resident teachers, men and women of advanced and progressive ideas, who have a much deeper interest in our schools than that measured by their salary. For mutual improvement, and in order to do more efficient school work, these resident teachers have organized a county teachers' association, which meets quarterly to discuss methods of teaching. These meetings have been well attended, and the discussions have been animated and profitable.

The census returns of the clerks show an increase of nearly one hundred in the school population of the county.

From personal inspection of school work and consultation with teachers, I think the present text-books are giving fairly good satisfaction, except, perhaps, it be the primary arithmetic, which, on account of its inaccuracies and general inadequacy, is subject to criticism.

Hygiene is being studied with much enthusiasm, especially Pathfinder No. 1.

I think Industrial and Free-hand drawing and the study of mechanics should be taught in our common schools. The compulsory school law, like the local option law, is not being enforced here.

As for examinations, I think semi-annual sessions are frequent enough to give all an opportunity who wish to be examined.

Regarding any extensive changes in our school law, I have but little to say. I have compared it carefully with the school laws of fourteen different states, and the comparison is quite favorable to our law as it stands. The laws of other states suggest many desirable changes that might be made, but perhaps none of them could be carried out effectually until it becomes a State and acquire the same conditions.

Allow me to call your attention to one great change that might be made because it would apply to a condition of affairs that should receive the earnest attention of all who have at heart the education of our entire school youth and the rapid development of our commonwealth. It is to follow the example of California and establish a school fund out of which all districts, no matter how small, would draw an equal amount in addition to the amount apportioned according to the number of census children. Even school districts having ten census children would draw enough public money to maintain school three or four months during the year

Under our present system many of our districts are very large in area. Children living in such districts, at a great distance from a school house, are practically deprived of the privilege for which their parents are taxed Should such parents desire to form a new district, they are met at the beginning by two strong objections. First, that it will be a heavy tax upon themselves to maintain school the required time to insure their just share of public money. Second, an objection from the old district that to lose any census children will weaken the original district. I have recently received three petitions for establishing new districts under the described conditions Two were rejected because of the objections stated, and yet I am pained to know that there are children in those districts who will be absolutely denied school privileges. One petition was granted, though I doubt very much their being able to maintain school organization in that district. There are many children in this county living at too great a distance from a school house to attend at any season of the year. This condition of affairs exists, not only in this county, but, I can state as a teacher of experience in each of the following counties, that it will be found both in Snohomish and King counties, and of course in all the counties of the Territory. Under our system a man with a family will hesitate before settling upon wild land at a distance from a school house If he should do so, he will improve the land and the country will develop so much the more rapidly. But he knows that it will be at the fearful cost of bringing up his children in ignorance. As a result, our new lands are taken up by bachelors and transient and held by them for speculation merely. Under the California system, with the certainty of a school, these lands would naturally drift into the hands of those who would improve them, and our Territory would attract the most desirable class of citizens.

Yours very respectfully,

RICHARD O. WELTS.

SKAMANIA COUNTY.

CASCADES, July 27, 1887.

Hon. J. C. Lawrence, Supt. Public Instruction.

SIR:—In addition to the tabular report required, I enclose a brief statement of the condition of the schools of this county, with some suggestions which I think, if carried out, would prove beneficial to a large majority of schools in the Territory.

This is a mountainous and sparsely settled county, and the facilities for schools do not compare favorably with others where population and wealth are more abundant; yet our schools are in good condition, and steadily improving each year. We have but nine school districts. Three school houses have been completed during the year, and another in the course of construction. The schools which I have visited exhibited good order, and were creditable to teachers and pupils. There is but one resident teacher (myself) in the county, and the other teachers employed are mostly from the adjoining county of Clarke, who give good satisfaction.

A serious drawback to the school fund of our county is what is known as "The Gross Earnings Act" which deprives us of the right to tax seven miles of railroad and appurtenances between the Upper and Lower Cascades. Our share of the so-called "Gross Earnings" is a mere pittance; and I can see no reason in law or equity, why a railroad corporation, who own and work property situated in our county, should be exempt from paying into our county treasury their full taxes, the same as our farmers do on the lands they own and work. The law is radically wrong and ought to be repealed.

I would recommend that the school law be so amended that one half of the school funds of each county be divided equally among the several school districts, and one half according to the school census. This would enable the many small districts to keep their schools up to a respectable standard, and would work no perceptible injury to the more populous and wealthy districts. This has been the law of Idaho for several years, and I am informed by superintendents of that territory, that it works most beneficial, and satisfactory.

I have been surprised at the parsimony exhibited by our last Legislature in refusing to print and distribute, for the use of school officers, the amended school law which it passed. That a body of men called to legislate for the interests of a great territory should be so culpable, surpasses my comprehension—and reminds me of an ancient tyrant who is said to have hung his laws so high upon the gates of the city that the people could not read them.

In regard to the printing and distribution of the school laws. I would suggest that your report of the whole number of organized districts in the

territory be taken as a basis for the number to be printed—allowing four copies to each district, also allowing ten copies to each county for the use of the county officers The computation can be easily made, and a sufficient number of copies distributed to meet a much needed want. I have the honor to remain, Your obedient servant,

JOHN ORVIS WATERMAN.

SNOHOMISH COUNTY.

SNOHOMISH, August 1, 1887.

Hon. J. C. Lawrence, Supt. Public Instruction.

SIR:—Enclosed please find county superintendents annual report for Snohomish county.

Educational interests in Snohomish county are keeping pace with its rapid development. No fewer than seven new districts have been formed within the past two years, and there are other settlements that are asking for better school facilities Notwithstanding that the county commissioners have given the schools the full benefit of the law, there still seems to be not sufficient funds to carry on the schools a proper length of time. To overcome this, some of the districts have raised a special tax, or raised money by subscription, and others have boarded the teacher free of charge in order that the school might continue a greater number of months. As soon as this Territory becomes a State we will have an abundance of means to carry on our schools but they need some assistance now, and our next Legislature should see to it.

In visiting the schools of this county I find them progressing nicely, and as a rule are about as far along as could be expected. We have had an excellent corps of teachers that have taken an interest in their work and have done all in their power to advance their schools. Owing to the unsteady employment the schools give, a great number of resident teachers are seeking other fields of labor.

Free text-books would be a benefit to the schools of this county. It would increase the attendance, and aid the teachers and county superintendent in grading the county schools. As it is, quite a number of scholars are studying a few favorite branches, and, for the want of books at the proper time, a great deal of valuable time is lost to the child.

It would be quite a help to the school officers if blank forms of notices for school meetings, etc., were printed in the school laws.

When forming a new district, in order to ascertain the wants and needs of a community, the meeting for hearing the petition should be held within

the proposed new district, and in order to do this the county superintendent should be compensated for the same.

The present text-books, with very few exceptions, give general satisfaction, and the pupils would not favor a change, unless it was to lower the present prices.

HYGIENE, ETC.

With the exception of one or two districts, where the subject has been taught orally to the school, all have complied with the law as follows: Pathfinder Nos. 1 and 2 have been placed in the hands of all pupils reading in the third and fourth readers, and read and recite alternately with the readers. This plan has succeeded far beyond my expectations. All pupils above the fourth reader have been advised to study Steele's Fourteen Weeks in Physiology.

I am in favor of a law that will increase the daily attendance in our public schools. Only 50 per cent. of the census children of school age are in daily attendance in the schools of this county. I think a compulsory law would better the attendance. In a few of the districts some of the patrons make "going to school" secondary to everything else.

The time set for holding the examinations now seems the most inconvenient time that could be selected—that is, for this county. The 1st of March and September would relieve the "permit" more than any other time. Quarterly examinations would be still better.

I think there should be some restriction placed on third-grade certificates—*i. e.*, that it should not be issued to the same person but once, or the number of credits to obtain it to be raised. There does seem to be most too many young teachers that are being educated at the expense of the schools.

Very respectfully,

J. W HEFFNER.

STEVENS COUNTY.

COLVILLE, August 3, 1887.

Hon. J. C. Lawrence, Supt. Public Instruction.

SIR:—I cannot make out my annual report as complete as I would like on account of several of the district clerks not filling out their blanks as they should, only giving the number or children in the district and the amount paid to teachers. The majority of our schools have been taught by persons holding permits, who teach a term of three months for the accommodation of the districts. Two new districts have organized recently, making the total number of districts in the county fourteen. Eleven have

school houses, and have maintained school three months during the past year. The present series of text-books are satisfactory. The only objection offered to any, to my knowledge, is Davies & Peck's arithmetic, there being too great a difference between the first and second grades, and a great deal of unnecessary work that takes up time with but little advantage gained. I would highly recommend Robinson's course as the best adapted to schools in our Territory.

I respectfully recommend quarterly examinations, occurring in the months of January, April, July and October, as a person seeking a situation as teacher in our schools would be compelled to undergo an examination during his or her term.

I am highly in favor of a compulsory school and institute law. Too many parents keep their children out of school for petty reasons, and a great many for unnecessary ones.

I have visited all the schools in session during my term of office, and found the teachers doing very well The schools are poorly furnished, and teachers have not the facilities for work that our more settled counties have. I have enforced the study of hygiene, and find that the teachers are interested in teaching it While the schools of Stevens county have been in a very bad state of affairs, as in all sparsely-settled counties, I take pleasure in announcing that the people are becoming more interested in the matter. Hoping that I will be enabled to make a better report next year, and that we will soon be on a footing with our sister counties, I remain,

Very respectfully,

MRS. G. B. AUBIN.

SPOKANE COUNTY.

SPOKANE FALLS, July 30, 1887.

Hon. J. C. Lawrence, Supt. Public Instruction.

SIR:—Enclosed find the report for the county. It does not suit me, but is as near correct as I can make it from the incomplete reports I have.

I am sorry not to be able to give a more flattering report of the schools of this county. The law concerning the teaching of hygiene has been enforced in all of the schools, in some with great difficulty. The bane of our schools here is the permit, and anything to do away with them I should favor. Quarterly examinations would do it, I think.

I am very much in hopes to be able to report our schools in a flourishing condition before the year closes, but we are a new county and poor yet, and will improve with age.

Yours respectfully,

ROSA MCMAHAN.

WAHKIAKUM COUNTY.

Hon. J. C. Lawrence, Supt. Public Instruction.

SIR:—Enclosed please find annual report, showing, as far as statistics can, the condition of schools of this county. The report is somewhat incomplete in consequence of some of the district clerks failing to make full reports. This county being the smallest in the Territory, a narrow strip extending along the Columbia river. The settlements are principally on small streams flowing into the Columbia— viz., Gray's river, Deep river, Skamokawa and Elokomon. Consequently, each school district embraces quite a large territory, with but few scholars. Some have quite a distance to travel. The attendance is not quite as good as desired. The schools are all in a flourishing condition. There is a tax of six mills on each dollar of valuation. There are also two good school houses in process of erection, all from private contribution. Good and efficient teachers are employed, most of them from Oregon, principally from Clatsop and Multnomah counties. There are only two resident teachers in this county. I think the school law should be amended, giving county superintendents power to grant certificates to applicants at any time upon proper examination. The teaching of hygience "with reference to alcoholic stimulants" is taught in most of the schools. The compulsory school law is good, but not enforced as it should be. I think semi-annual examinations are sufficient for all purposes in this county. I would recommend that each school district be furnished with four copies of the school law free of charge—one for the clerk, and one for each of the directors. I do not believe there are a half-dozen copies in the county.

Respectfully submitted,

MRS. MARY IRVING.

WALLA WALLA COUNTY.

WALLA WALLA, August 27, 1887.

Hon. J. C. Lawrence, Supt. Public Instruction.

There seems to be a general awakening in educational interests in our county. Substantial school buildings have been erected within this year; lots have been improved; new furniture and apparatus has been purchased. There is a greater demand than ever for efficient teachers. In several districts an application is not considered unless made by a teacher holding a first-grade certificate. Nearly thirty per cent. of the teachers employed last year held first-grade certificates. The districts are in a good financial condition. Only two districts cannot, on account of a lack of funds, maintain a school more than three months in the year.

There is a great need of teachers trained in primary work. In no department is inefficient teaching more apparent. While some of our primary

teachers make the school-room so attractive that children will scarcely remain away from school even when sick, others utterly fail to create an interest in this work, and little children go to school as a slave to his task. I think there is no department in which there is more preparation and skill in teaching needed. It seems to me that the primary training forms the foundation of our education. Wrong training in early life can never be entirely overcome; hence the importance of good primary teachers.

To the best of my knowledge the law in regard to the study of hygiene with special reference to alcoholic stimulants is enforced in every school in this county.

Quarterly examinations would obviate the necessity of granting permits, therefore I am in favor of having quarterly examinations I think August would be a good time to begin the first quarter

Respectfully,

NELLIE GILLIAM.

WHATCOM COUNTY.

July 30, 1887.

Hon. J. C. Lawrence, Supt. Public Instruction.

SIR:—I have the honor to submit herewith the annual report of Whatcom county schools.

The statistics are not so accurate as could be desired owing to mistakes and omissions by district clerks in filling out census blanks—some reporting that their predecessors kept no records; others giving no excuse for omission. "The estimated value of school houses and grounds" is made up from reports of fifteen districts. "Estimated value of scool furniture" is reported by same number. "School apparatus," reported by eight districts, while "Children attending private school" is reported by but one district. "The number of children of school age in county" is also under estimated, for district fourteen, which last year reported forty-one children, this year has failed to send in a report, though I am confident there has been no loss in numbers there.

As I have only occupied this position five months, not taking possession until March, I feel rather diffident about venturing an opinion on "needed changes in the school law;" the more so as I have not yet visited the greater number of schools in the county. However, I will admit that I am dissatisfied with the law relating to the study of hygiene with special reference to alcholic stimuants. I would like to see it amended so that the study of that subject would not have to be begun from text-books before the people

reached the "Third Reader course." It is puzzling to know just how primer pupils are to make use of text-bookson such a subject. I strongly favor a law of the kind, bur think our presentone entirely too stringent.

I think I can speak for the most of our teachers as well as myself when I say we are well suited by the present manner and time of conducting teachers' examinations.

The compulsory school law I believe to be good, and would like to see it more generally enforced.

In conclusion would say that I am happy to be able to report a steady improvement in all respects in our schools—more than the statistics show, I believe they are keeping fully abreast with our growth and wealth and population.

Yours respectfully,

J. F. GRIFFIN.

WHITMAN COUNTY.

COLFAX, August 1, 1887.

Hon. I. C. Lawrence Supt. Public Instruction.

SIR:—The year just closed has been a very prosperous one. The advancement has been marked, not only have the pupils made rapid progress in their studies, but the teachers, also, show much improvement and an increased interest in their work. They are still drinking deep of the "Perennial Spring."

There has been much improvement in the way of new houses, repairs, furniture, etc. While many of our school houses are uncomely and not overly comfortable, yet they compare very favorably with the dwelling houses of the county, and when we take into consideration the age of our county, the financial circumstances of our citizens at the time of their settlement, and their struggles against corporations, monopoly, poverty and excessive rates of interest, we at once conclude that in most of districts they have not neglected or been indifferent in respect to schools.

A noticeable change for the better is that the school officers in most instances are inquiring for the best teachers and are not willing to contract with any one who may apply and in many instances wish to know their experience in the work, grade of certificates, etc.

PERMITS.

I regard this as the most disagreeable part of the duties of the office. 1st. If the "permit" teacher does not give satisfaction, the superintendent is censured for giving him the permit, which is unjust, as a conscientious superintendent will not, except under rare circumstances, issue a permit without

first being satisfied that the applicant is capable of taking a certificate at a regular examination, and any one who would not have due regard for our laws and an eye signal to the success of our schools, should not be honored with the office, or, rather, should not be allowed to dishonor it. 2d. In counties where there are as many teachers holding certificates as there are schools, it is not right that they should be thrown out of employment by those who perhaps purposely avoid regular examinations and afterwards secured a permit. 3d. The instances are very rare under which a permit should be granted without a written examination, which in most instances will take at least a whole day of the superintendents time and that for the sum of $2.00, which at most times is very trifling, compared with the value of his time in the discharge of the other duties of his office.

All applicants for permits should be examined, as the superintendent has no means of ascertaining whether the party presenting certificates or diplomas came by them honestly or not. This is no hardship from the fact that the teacher who is well qualified will not fear to pass examination, and for such we have plenty of room, the others, or those who dread the examinations we have no use for In different instances have papers been presented consisting of a diploma, certificate or elaborate recommendation from which the persons hoped to be granted a certificate or permit, without examination, and judging from which, one would not hesitate to say that the bearer was amply qualified for a first grade, and yet the result of the examination was a second grade and in one instance a third grade, thus proving clearly that all applicants should be examined.

At present I do not think permits can entirely be discarded, yet I believe the wrong will be mitigated by having three examinations a year, say the first week in March, the second week in June and the last week in October, examinations being on Thursdays and Fridays of those weeks, thus being at the end of the school week rather than the middle

The number of cases in which teachers are "unavoidably absent" from the examinations would be materially lessened would the fee for permit say $5 or $6 which is none too much where a proper examination is given.

As an incentive to attend institutes it would be well for our Territorial board to allow the board of county examiners to add a maximum grade of 10 to the general average of the teachers certificate for full attendance at the last institute preceding the examination at which such certificate was granted, and deduct a certain amount from this grade for irregular or partial attendance, the attendance to be obtained from the roll, or minutes of institute, a copy of which should always be in superintendents office.

To guard against teachers being hindered from attending institutes by directors requiring them to teach or make up the time, a section might be incorporated in our school law by which a district would forfeit a certain

amount of their school fund for not closing school during institute, said forfeit to go toward bearing the expense of the institute.

Hoping that each succeeding school year may be still more prosperous than the one just passed, I am,

Very respectfully yours,

CHAS. M. MECKLEM.

YAKIMA COUNTY.

NORTH YAKIMA, Sept. 1, 1887.

Hon. J. C. Lawrence, Supt. Public Instruction:

Having been a resident of this county but two years, and only conversant with any school work for the past ten months, I may not give you so fair a statement in regard to many things relating to the schools, as one who had lived here longer. The county is large and the schools widely scattered. They are nearly all small schools, and for the most part only kept up three months of the year. In some districts there seems to be some spirit of advancement, and a six months school has been held, although the number of pupils was small. The two graded schools have had six months school each. There are five quite good school houses, but the remainder are small, poorly constructed, and furnished very poorly, or not at all. I do not think that attention has been paid to light, so as to not injure the pupils eyesight. In some schools I have visited, I have found pupils studying with the bright sunlight full in their faces, while the page of the book was comparatively dark. I have not seen any attempt at beautifying the school room or the school grounds. But one or two school houses have any trees near them. In this hot region, this seems wrong.

There are not many teachers in this county, and more are needed. The three month terms are so short, that it seems hardly worth while for outsiders to come in to teach only one term. An institute was held last summer, but was attended by only a few teachers. There seems to be a lack of interest in schools in the county, generally. One great evil I find in nearly every district is the apathy of parents in sending children to school. They are kept at home for trivial reasons, and in very few instances, comparatively, are they taught the school is of any great importance. What we need is compulsory education. I believe it is the only remedy for the evil, and for the great wrong done to the children.

The text-books on physiology and hygiene are very generally adopted in the county, and give good satisfaction. I should prefer quarterly examinations and no permits. In this county, and I presume it is so in other counties also, where there is a lack of teachers, there are many young per-

sons who might make reliable teachers if they could once get a start; but they are detered from making an effort on account of difficult questions used in examinations I would suggest that different grades of questions be used for the three different grades of certificates. I hope that as soon as possible the text-book in geography will be changed for something modern, in two numbers instead of four.

A fine, large school building is being erected in North Yakima which will be an ornament to the town and county, and perhaps prove an incentive to other parts of the county to improve their own buildings. The building is to cost $10,000 and is expected to be completed within this year.

Respectfully submitted,

FANNIE W. CURTIS.

BUSINESS FORMS.

FORMS.

FOR PROCEEDINGS UNDER THE WASHINGTON SCHOOL LAW.

FORM NO. 1.

Notice of Annual Meeting, under Section 35.

NOTICE.—The annual meeting of School District No.... of ..... County, for the election of district officers, and for the transaction of such other business as may lawfully come before it, will be held on Saturday, November...., 188. , at the district school house, (if there be one, else in place to be designated by the directors.) The pools will be open between the hours of...and....

Dated....., 188..

.....

.....

.....

School Directors.

[Remarks.—Directors must cause this notice to be posted in five public places in each district, one being the school house or place of holding election at least twenty days prior to elections, otherwise meeting will be illegal.

FORM NO 2.

Form of Notice of Special School Meeting, under Sec. 37, School Law, in new Districts.

NOTICE is hereby given to the qualified electors of School District No. ..... County, that there will be a special school meeting for election of Directors and Clerk of said District, at..... on the..... day of....., 188.., between the hours of...and....

Dated..... 188..

.....

.....

.....

Three legal voters of said District.

[Remarks.—The foregoing notice seems to be provided for cases where there is dissatisfaction with appointments made by County Superintendent,

Judges of Election and Clerk must be chosen by electors before balloting begins—in all other respects must follow forms of annual elections. This special meeting must be called within thirty days after district is formed, if at all.]

FORM NO. 3

Form of Notice of District Election Under Section 81, School Law, for voting Tax to Maintain School, Build School Houses, and Other Purposes.

NOTICE is hereby given to the qualified electors of School District No .. ..County, that an Election will be held on the ..... day of... ... ..next, at the School House in said District (or at some other place if there is no School House), at which will be submitted the question of voting a tax to furnish additional school facilities, (or to do either of the things mentioned in Sec. 80.)

It will be necessary to raise the sum of $.....(for this, or these purposes—state purpose.)

The polls will be opened between the hours of .. and ..

Dated .... 188..

....
... .
....

School District Directors.

[Sec. 45 regulates time polls must be kept open.]

[Remarks.—This notice must be posted like notices of other elections, but twenty days, instead of six, before the day of election. Election conducted in the same manner as others]

FORM NO 4

Certificate of Election of Director or Clerk of School District.

To..... of.... .....Greeting.

This is to certify, that at a regular (or special) school meeting of School District No..... of .. ..County held at the school house of said District ....188..you were duly elected to fill the office of Director (or clerk) for the term of.....from the time you shall qualify according to law, provided that it be within ten days from date of election

....
Clerk of District School meeting.

[Remarks.—This certificate with oath of office endorsed thereon, signed and sworn to before some person competent to administer oaths, must be sent to the County Superintendent. See Section 1, school law.....clause.]

OATH OF OFFICE, (see School Law, Sec. 35).—I do solemnly swear (or affirm) that I will support the Constitution of the United States and the Organic Act of Washington Territory, and that I will, according to the best of my ability, promote the interests of education, and faithfully discharge the duties of.....for School Dist. No....., of..... .....County, Washington Territory, during the term for which I have been elected (or appointed), so help me God.

Subscribed and sworn to before me this....day of....., 188..

.....

.....

[Remarks.—This oath may be taken before any school officer or other person competent to administer oaths.]

FORM NO. 5.

Forms of County Superintendents' Receipts, under Sec. 19, Clause 8, School Law.

Received of....., this ....day of..... .....,188.. all records, books, documents, and papers, required to be delivered under Sec.....Washington School Law.

.....

Supt. Common Schools,.....County.

[Remarks.—The retiring Superintendent must file this receipt with County Clerk.]

FORM NO. 6.

Directors' Warrant on County Treasurer Under Section . School Laws.

No . ... , 188..

The County Treasurer of .....County, Washington Territory, will pay to..... ..... .or order, the sum of ....dollars, out of school moneys apportioned to.....School District No ... of said county. This warrant is issued on account of services rendered by said .....(here insert nature of services rendered.)

.....

.....

.....

Directors of School District No.....County.

Remarks.—Directors' warrants must be countersigned by District Clerk, and no warrant shall be drawn unless there is money in the treasury to credit of the district.]

FORM NO. 7.

Appointment of School Directors and Clerks.

By the power vested in me by Section.....Washington School Law, I hereby appoint.....Director (or Clerk) for School District No.. in the county of..... Washington Territory, and I do authorize and empower him to hold said office and perform the duties thereof until some person is elected and qualified thereto according to law; having first taken the oath of office required by law.

.....

County Supt. Common Schools..... .....County.

[Remarks. This power is given to County Superintendent to fill all offices in School Districts when vacancies occur from any cause, and in new districts till election is held.]

FORM NO 8.

Agreement between School Directors and Teacher.

This agreement, made and entered into this.....day of.....A. D. 188..between.....,party of the first part, and Common School Directors of School District No.....of.....County, Washington Territory, parties of second part, Witnesseth: That the said.....who holds a legal certificate as teacher for said county, hereby agrees for the consideration hereinafter stated, to teach the school in said district, for the term of..... .....commencing on the..... .....day of..... ...188.... and further agrees to enforce the rules and regulations prescribed by the Superintendent of Public Instruction of said Territory, and to adopt the prescribed series of text books and course of study, and to keep the register and make the returns required by law; and the parties of the second part hereby agree to pay said.....for such services duly and faithfully rendered the sum of..... ....dollars for each and every month of twenty school days, in the manner following, to wit: by drawing their order upon the County Treasurer of said county, to be paid out of any school moneys in the county treasury standing to the credit of said district (or otherwise, as the case may be.)

In witness whereof, the said parties of both parts have hereto set their hands and seals at the date herein before mentioned.

[SEAL.] .....
Teacher.

[SEAL.] .....

[SEAL.] .....

[SEAL.] .....

Directors of District No . .....County.

FORM NO. 9.

Notice to County Superintendents of a vacancy in the Board of Directos.

To... .....County Superintendent.

SIR:—You are hereby notified that a vacancy now exists in the Board of Directors of School Dist. No.....in the County of....., through (here state the cause of the vacancy,) which you are requested to fill by appointment.

Dated this..... day of.....188..

.....
District Clerk.

[Remarks.—The above notice should be sent to the County Superintendent as soon as the vacancy exists. If the office of District Clerk is vacant it should be sent by one of the Directors.]